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In the Editor's Corner

The guest editorial in this issue is by J. E. Rogers, now retired but for many years a leader in physical education and recreation, and a member of the staff of the National Recreation Association.

The Whole Program—Our Responsibility

OUR PROGRAM is so broad in substance and so varied in subject matter that there is a tendency to specialize or to stress only one phase of this area of education. This program constitutes a large field of teaching, and includes physical education, health education, recreation education, outdoor education, athletics, dance, safety education, and other large categories of activities such as big muscle activities, gymnastics, sports, camping, aquatics, and so the list continues. Because our program is so all-embracing, there is always the danger of specializing—to over-emphasize the one area in which we are most interested or most proficient. We see the trees and not the forest.

In large faculties in universities, colleges, and big city high schools, specialization is possible, perhaps desirable, but still often dangerous. Because of this specialization, we have confused the school administrators, superintendents and principals, and the general public. These people must understand us and our problems in order to give us the support and backing we need for our program. Some see it only as marching, calisthenics, or gymnastics. Too many think of our program as high-powered athletics, with the physical education teacher just a coach. Others think of our program as only play and recreation, or hygiene, safety, or driver education. A lop-sided picture of our total contribution to education is often the result.

There have been five main, distinct trends or stresses in physical education since 1900. These are:

1. The gymnastic and calisthenics era
2. The athletic stress
3. The play-recreation emphasis
4. The health education pressure
5. The educational-democratic-informal teaching

Today, in our programs, we find all of these five tendencies, some stressed more than others, depending on the type of leadership. What we need is the all-around emphasis that will recognize the blend of all into one complete, integrated, functioning program.

Our program now is concerned with

1. *Physical fitness,* calisthenics, big muscle activities, gymnastics—all those activities which will help build strong vital bodies, those activities that will help increase strength, agility, endurance, and power. Sometimes we neglect this phase of our program.
2. *Athletics,* interscholastic and intramural. These certainly occupy a prominent place in our schedule and teaching, but the tendency is often to make this the sole and complete offering. The contribution of athletics to our objectives of strength, agility, skill, recreation, and health are, of course, many and worthwhile.
3. *The play-recreation-leisure* time part of our large field of teaching which certainly is an important part, and makes unique educational contributions. We must not neglect the other areas; the program is not *all* play and fun.
4. *The health education* contribution. This is most important, but we must not forsake the activities of the gymnasium, the playing field, the dance studio, the outdoor camp for the classroom in hygiene or health and safety education.
5. *Educational methods, democratic ideals,* and informal approaches in teaching. We must use such methods, but objectives must not be substituted for activity.

We need to promote and maintain the whole program. Perhaps a start can be made by re-evaluating our present offerings, strengthening or adding where needed, and make this a part of an on-going public relations offering for students, parents, the whole community.

J. E. ROGERS.

Some Comments on An Article*

A. T. Slater-Hammel

PERHAPS NO OTHER REPORT in the entire history of the *Research Quarterly* has been preceded by and followed with such widespread publicity as the recent article by Dr. Hans Kraus and Ruth P. Hirschland (K-H hereafter). The newspaper and magazine coverage has been a publicity department's dream come true. Hardly a day still passes but that one runs across an article quoting K-H on the deplorable muscular fitness of American children and the evils of our modern labor-saving machines. The extensive publicity has led to a White House luncheon which included "the greatest array of U. S. sport stars ever gathered together in one place" (3). It has also resulted in the meeting of President Eisenhower's National Conference on Fitness of American Youth.

No doubt many in physical education believe the publicity given to the K-H evaluation of the muscular fitness of American children, whether the evaluation be right or wrong, is basically a good thing. They probably feel that public awareness of the need for muscular fitness might lead to a greater emphasis upon physical education, a greater time-allotment for physical education classes, or better facilities. And in this they could be entirely correct.

There is, however, another aspect of the K-H publicity which is less pleasant to contemplate. The allegation that American children not only suffer from muscular weaknesses but are markedly inferior to European children suggests a serious failure in our physical education programs. If K-H are correct in their claims that American children both enter and leave the elementary grades with muscular deficiencies, it would seem that physical educators are failing to realize one of their generally accepted objectives.

That this interpretation is not beyond the realm of possibility is evident in the reaction of a number of the writer's acquaintances. These people, all parents, have become markedly disturbed over the publicity on the apparent muscular weaknesses of American children, and they are beginning to wonder whether physical education is doing *anything* for their own children. Several parents have even started to put their children through calisthenic programs, and they have been astounded to discover that the children often are able to pass the K-H tests after only a few days of developmental exercises! Precisely what these parents are concluding about the effectiveness of physical education appears to be clear.

Even some of the "experts" appear to be taking a dim view of physical education in our schools. A recent newspaper article (2), for example, relates that one "ranking authority . . . almost snorts at the mention of physical education classes in schools". This "one-time professional dancer", and now "researcher", has also felt it necessary to personally establish a physical fitness program for her children. Starting with her own children and a few of their friends, she has now "acquired an abandoned elementary school to care for the crowds." In commenting on the extent to which our schools have been meeting the exercise needs of her children she states:

> So they have an hour of physical education—about 30 children with one instructor. I figured my own children were getting about six and one-half minutes of exercise in the hour, after you'd deducted time out for changing clothes, showering and the teacher attending to other pupils.

The writer has no notion of the extent to which the K-H publicity has been making people critical of physical education in our schools. However, even the possibility of criticism should cause every physical educator to reexamine the source.

Here are some comments to stimulate the reader's own reflections on the matter. While these comments are by no means exhaustive, they should provide one with some ready ammunition for discussions with individual parents, P.T.A. groups, and other interested organizations.

1. *It is of considerable interest to note that the K-H investigation of American children involved 4,264 cases.* In terms of most investigations this constitutes a large number of cases. However, as far as American children are concerned, the 4,264 cases represent no more than a tiny fraction of the population involved. Even without precise figures, one can be certain that there are more millions of American children than there were thousands of cases of in the K-H investigation. In other words, the K-H conclusions were based on no more than an extremely small sample of American children.

Although the K-H report provides information on neither the number of suburban and small urban schools used nor the distribution of cases for age level or sex, an assumption or two on these matters will serve to emphasize some features of their sample. Assuming, for example, that only 20 sub-

* "Minimum Muscular Fitness Tests in School Children," by Hans Kraus and Ruth P. Hirschland, *Research Quarterly*, 25:178-188 (May 1954).

urban and 20 urban schools were used—and this would constitute an extremely small sample of the population of suburban and urban schools in America—the sample would include approximately 107 cases for each school. Making the further assumption that the cases were evenly divided over the age range of 6-16 years, there would be approximately 10 cases for each age in each school. Finally, assuming that the cases were evenly divided for each sex, there would be approximately five cases for each sex in each age in each school. Obviously, the sample of 4,264 cases cannot be said to constitute an impressive sample of American children.

2. *In using a sample of 4,264 cases to obtain information on the muscular fitness of American children, the question of a fair or representative sample arises.* So important is this aspect of any sampling study, that investigators generally present a detailed statement of the rationale and manner in which their sample was selected. And it is surprising to note that K-H are extremely uncommunicative on this critical aspect of their investigation. The principal clue one has for a judgment on the representativeness of their sample is the statement that the children "were from public school systems in suburban and small urban communities". Needless to say, this type of statement hardly leaves one feeling that a fair sample of American children was obtained.

The fact that the K-H sample of cases was limited to one kind of school system and two types of American communities makes it evident that the sample cannot be called a fair sample of American children. Furthermore, it would also seem evident that their sample was not even a fair one for the "public school systems in suburban and small urban communities" in America. Consider, for example, their statement to the effect that in a geographical study of our country, "We may well find large sections where excellent conditions of muscular fitness prevail".

About the only possibility left for their sample is that it represents some unspecified geographical group of American children. This possibility, however, diminishes when it is observed that the investigators appear to be completely oblivious of the procedures, limitations, and errors inherent in sampling studies.

It is a not unreasonable guess that the K-H sample represents no more than a haphazard collection of American children. Unfortunately, this kind of sample cannot be said to provide dependable information on an entire population. Only by a lucky accident will the results obtained from a haphazard sample be representative of the entire collection, and one never has any way of knowing when such accidents occur.

About the best that can be said for the K-H data is that a high proportion of a group of some American children failed to pass some tests which are claimed to measure—or should one say sample—muscular fitness. That this is not a very comprehensive statement is evident in the fact that even K-H suspects it would not be difficult to find other samples of American children "where excellent conditions of muscular fitness prevail." In neither instance would the findings justify a barrage of publicity releases on the muscular fitness status of American children in general.

Furthermore, what do K-H mean when they discuss "European children"? Can samples of Austrian, Swiss, and Italian children be considered representative of all European children? Do the results obtained from these three countries describe the physical fitness status of children in Germany, France, or other European countries? Until these questions can be answered, there would seem to be little justification for using the class term "European children".

In all fairness to K-H, it must be pointed out that their report does make two slight references to the limitations of their findings. In one instance they state, "These figures are preliminary ones"; in another they note that "Further research will be necessary to broaden our preliminary survey, and to show the geographical incidence of underexercise in this country". While these statements are commendable and desirable, it is difficult to understand why the body of their report is concerned with comparisons of "American" and "European" school children. It is also difficult to understand how reporters can return from interviews with K-H and then scream in boldfaced type:

> More than 65 percent of American children, aged 6 to 16, fail the muscular fitness tests, Dr. Kraus pointed out, as compared to only eight percent of European children. The poor showing of American children, he charged, is due to their lack of strenuous physical activity (1).

3. *Since sample studies generally do not give the same results as measurement of the entire population, most investigations present estimates of the extent to which sample results can be taken to represent the whole.* K-H, however, appear to feel no need for such caution. Their sample results are presented as being precise measures for the total populations involved, and any differences among groups is accepted as being indicative of real differences. For example, in evaluating the flexibility results for European children, they conclude that:

> The higher flexibility failure rate in Austrian and Swiss children, as compared with that in Italian children, is partly due to the fact that not much attention is paid to flexibility in an otherwise strict and vigorous physical education program.

When it is observed that the reported flexibility failure rates for the three samples range between 6.1% and 9.1%, one cannot help wonder about the significance of such small differences; sampling

errors might well account for differences of this size.

Furthermore, if the differences between physical education programs that pay attention to flexibility and those that do not pay "much attention" to flexibility are so small, it hardly seems worth bothering about flexibility in physical education classes. As far as the flexibility failure rate of 44.3% for American children is concerned, it would appear that neither an emphasis upon nor neglect of flexibility in our physical education programs would be of much help.

4. *In accounting for the differences in muscular fitness of American and European children, K-H are content to state:*

The major difference between these two groups is the fact that European children do not have the "benefits" of a highly mechanized society; they do not use cars, school busses, elevators, or other labor-saving devices. They must walk everywhere—even to school, frequently a long distance. Their recreation is largely based on the active use of their bodies. In this country the children are generally conveyed in private cars, or by bus, and they engage in recreation as spectators rather than as participants.

Precisely how they are able to arrive at the "major difference" between American and European children is difficult to imagine. They certainly present no data on their approach to the problem, and it is impossible to guess as to what species of conjuring was afoot. It is entirely possible that American and European children do differ in respect to such variables as nutritional status, height, weight, body configuration, and maturation rate. And it is possible that such differences will influence performance on muscular fitness test items. It should be noted that we do not flatly state that such differences do exist, but until these and many other possible variables are investigated it is extremely incautious to pounce upon a single possible cause in accounting for group differences on the K-H test items.

It is probably true that many American children ride in private cars and busses and no longer have to trudge a mile or two to school, but it does not follow that they suffer from inactivity. And it is undoubtedly true than many American children enjoy watching athletic games, but it does not follow that they no longer use their bodies.

Activity is actually the most outstanding characteristic of our children. They run, jump, climb, push, and pull; they fill our school, church, and community gymnasiums and playing fields; they play baseball, football, basketball, and a thousand games of their own invention; they play on our varsity, intramural, and pick-up teams; they are active in the vigorous programs offered by the Y.M.C.A., C.Y.O., F.F.A., 4-H, B.S.A., and a score of other youth agencies. Even in the classroom it frequently becomes a major problem keeping our children reasonably quiet and inactive. And anyone who charges these children with inactivity simply does not know much about them.

The claim that our "highly mechanical society" has led to the physical degeneration of our American children and adults is an old canard, and it needs to be squelched. Even though it is entirely possible that America has gotten ahead of the rest of the world in substituting inanimate power for muscular power, it does not follow that all Americans have become flabby and soft and are physically inferior to other people.

American muscle still mines our coal, quarries our stone, and levels our forests; American muscle still digs our ditches, builds our houses and skyscrapers, and fills our granaries. It is, in fact, the immense and powerful muscle of American labor that makes possible our "highly mechanized society." Yesterday's children, all the victims of our "highly mechanized society", provide the muscle for our industrial power today; and the American children of today will provide the muscle for tomorrow's work.

To those who shed crocodile tears over the physical degeneration of Americans—and they frequently are paunchy individuals in need of a little exercise themselves—one is tempted to say: try working with a crew of Americans who are constructing a road, laying rails, or building a dam; try spending a day carrying bricks, sacks of cement, or sides of beef; try keeping up with a fireman, policeman, or milkman on his daily rounds; try holding any one of the myriad jobs in our factories where Americans push, pull, twist, turn, reach, strain, and sweat in their daily work. Try any one of these jobs, and you will learn that many Americans are strong of muscle, bone, and sinew.

While it is probably true that the "labor-saving devices" produced by the brawn of some of our people have made the life of others easier, it does not follow that even these latter people inevitably sink into physical degeneracy. Freed from much of the toil and strain of their daily work, these people now have the time and energy to participate in a wide variety of wholesome recreational activities. This freedom has led to the fantastic growth of our recreational programs and do-it-yourself projects. In numbers never before equalled, our people roam our parks and forests, climb our mountains, swim our rivers and lakes, and participate in yet unnumbered vigorous recreational activities.

That many Americans enjoy spectator sports, few would probably deny. But it does not follow that they suffer from "spectatoritis". Americans may spend something over $200,000,000 for tickets to spectator sports, but much of the punch to the charge that they consequently suffer from "spectatoritis" is lost when it is noticed that they also

spend over $400,000,000 in hunting down wild game (4).

Concluding Statement

It must, of course, be admitted that some Americans detest exercise and activity of every sort, but this can also be said for some Europeans. The potbelly is not indigenous to the United States of America alone; it can be found in abundance in any of the cities of Europe, Asia, Australia, or any other geographical area. And it is time we started to question the flimsy bases upon which Americans are charged with physical degeneracy. Such charges may bring newspaper headlines, but they do not necessarily square with the facts. Americans today are healthier, live longer, and break more athletic records than any generation of their ancestors. If and when the actual facts are ever known, it is a reasonable guess that American children and adults will be found physically equal to any people on earth.

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Our Function Is Still Education!

Charles C. Cowell

SCHOOLS ARE NOT in the "entertainment business," their business is education. Although interscholastic and intercollegiate sports do furnish amusement and diversion for the populace who watch the games, that is not their fundamental purpose. Either sports contribute positively to the education of youth or they have no place in an educational institution.

Education is purposive, it has some end in view. It is the social process of change in the behavior of human beings. We educate people by changing them as individuals, and our *objectives* represent the *directions* in which we try to change them. The function of the school is to provide the consciously controlled or purposefully-directed experiences designed to produce desire changes in people.

Most coaches want Johnny to learn how to put the ball over the goal line or into the basket. They are interested in what he does to the ball, but they are also interested in what the ball does *to Johnny*. Most coaches have strong convictions concerning their corporate contributions to the education of youth, and they do not accept the trite statement to the effect that only in a losing season are they "building character".

One of the fundamental principles of learning is that "all learning is related to something". We must have a goal, purpose, or direction. If we don't know where we are going, no one can help us find our way! It is important, therefore, that goals of personal and social development be made clear by discussing them with students at the start of the season, that they receive individual and group acceptance, and that they be kept visible in printed form.

The instrument which follows suggests twenty ways in which, through learning experiences in athletics, students may be motivated to change. These represent some of the organic-physical, mental-emotional, and self-social components of the total personality. At the end of a season, players, coaches, administrators, and even parents may be encouraged to ask, "What have I (or my boys) learned from the experiences of this season?" For score-minded individuals, a perfect score would be 100.

Self-appraisal and the evaluation of learning outcomes and consequent personality changes should be in harmony with what the school as a whole considers educationally important. The author encourages the use of this instrument and invites comments concerning the results of such usage.

OUTCOMES OF SPORTS: AN EVALUATION CHECK-SHEET

To What Extent Did I Learn:	(5) A Very Great Deal	(4) A Great Deal	(3) Somewhat	(2) Very Little	(1) Not at All
1. To sacrifice my own personal "whims" or desires for the good of the group or team?					
2. To test myself—to see if I could "take it," endure hardship and "keep trying" to do my best even under adversity?					
3. To overcome awkwardness and self-consciousness?					
4. To recognize that the *group* can achieve where the *individual* alone cannot?					
5. That each team member has a unique or special contribution to make in the position he plays?					
6. To share difficult undertakings with my "buddies" (teammates) because of struggling together for a goal?					
7. To respect the skill and ability of my opponents and be tolerant of their success?					
8. To make friendships with boys from other schools and to maintain good guest-host relationships in inter-school games?					
9. To feel that the school team helped break up "cliques" and factions in the school by developing common loyalty and community of interests?					
10. To consider and practice correct health and training routine such as proper eating, sleeping, avoidance of tobacco, etc.?					
11. To "'take turns" and to "share"?					
12. To develop physical strength, endurance and a better looking body?					
13. To be loyal and not "let my buddy, the coach, team, or school down"?					
14. To give more than I get—not for myself but for an ideal or for one's school, town, or country?					
15. To develop a sense of humor and even to be able to laugh at myself occasionally?					
16. To think and act "on the spot" in the heat of a game?					
17. To understand the strategy—the "why" of the best methods of attack and defense in games?					
18. To understand and appreciate the possibilities and limitations of the human body with respect to skill, speed, endurance, and quickness of reactions?					
19. That in sports there is no discrimination against talent? It is performance and conduct and not the color of one's skin or social standing that matters.					
20. That nothing worthwhile is accomplished without hard work, application, and the "will to succeed"?					

Should Sex Education Be Taught in the Public Schools?

W. K. Streit

THIS QUESTION has been asked many times. There are pros and cons which must be weighed. Much depends upon the community and upon the readiness of teachers and pupils. Although direct and related instruction in this area has been given in the Cincinnati public schools for a long time, it was felt that a policy statement should be prepared and approved so that it could be used as a buffer should any opposition develop.

The public schools must recognize the importance of helping young people understand themselves, their relation to others and to the larger community. An important part of this understanding relates to information concerning the beginnings of life, problems of growing up, interpersonal and community relationships.

The Need

Because thousands of boys and girls throughout the country are coming to maturity each year without adequate sex education and guidance, they are turning to any available source at hand for their knowledge. Many pupils are fortunate enough to have progressive and informed parents who furnish needed instruction, still others have teachers who recognize the need and make the most of classroom situations for sound instruction in social hygiene. In many cases, however, young people are left to shift for themselves and do not receive the necessary instruction in social hygiene either in the home or the school.

Responsibility

One of the many problems confronting school administrators today is the question of public education's responsibility for the teaching of social hygiene. Many feel that this is the responsibility of the home. Others say the schools should play an active role. If the schools assume this responsibility, these questions arise:

1. *What* should they teach?
2. *Whom* should they teach?
3. *Who* should teach it?
4. *When* should they begin?

Each generation of children must learn again the things their parents were taught. Many of us regret that some among previous generations of children—today's parents and grandparents—were not educated for successful personal living and satisfying, happy marriage and parenthood. Perhaps if there had existed the skills, the community understanding and the teaching materials we have now, many of today's children would have been protected from unhappiness and juvenile delinquency—all too often traceable in part at least to parents who never realized that parenthood is a vocation requiring specific education.

The Family

The basic unit in our society is the family. It is rooted in the need for a socially sound and individually satisfying way for a man and a woman to live together as husband and wife, have children and rear them. Each generation should be educated for family life. That necessarily involves understanding the sex factor in human life and developing sound sex behavior before and after marriage. This preparation begins very early in the child's life and extends through the adolescent years. Many parents serve their children well in this connection. Others do not know what to do, are embarrassed, or are indifferent to their children's needs. The lack of adequate education displays itself in divorce, desertion, disorganized families, broken homes, promiscuity, illegitimacy, venereal disease, prostitution, juvenile delinquency, crimes and other examples of unsound behavior. Society should not allow boys and girls to go without proper instruction and guidance and possibly to drift or blunder into ways of living likely to lead to unsound behavior.

What Is Involved

Social hygiene education has often been misunderstood as being primarily a matter of teaching the anatomy and function of the reproductive system. Actually its basic concern is the healthy minded attitude and sound behavior which make for fine development of the individual, wholesome relationships between the sexes, successful marriage, responsible parenthood and sound family life.

It is comparatively easy to teach the "facts of life." But it is another matter to shape attitudes about sex, change habits of sexual expression, guide conduct in boy-girl relationships and help prepare for love, marriage, parenthood and family life.

In providing sex education, the school—along with the home where the primary responsibility lies, and the church and the community—must do its part in guiding the moral and ethical development of boys and girls.

A Need

Two years ago, the supervisory staff of the Cincinnati Public Schools became concerned with some of the materials being used on the high school level which dealt with sex education and set up a committee on social hygiene under the leadership of the supervisor of secondary education. Areas represented were Health Education, Science, Social Studies, Home Economics and Counseling. It soon became apparent that we needed some guiding principles in order to make good judgments regarding materials to be used. Each committee mem-

ber prepared a statement on why we should include social hygiene in the curriculum and these were summarized by the chairman and developed into a tentative statement of policy.

Acceptance

The policy statement was enlarged by including statements from the elementary supervisors, put through another refining process and then submitted to the Assistant Superintendent in charge of instruction who also secured the approval of the Superintendent of Schools. Later, the tentative draft was submitted to the Advisory Committee on Curriculum Development, and to the curriculum committee of the School Foundation, a citizen's organization where it was given full consideration and approved.

The Education Committee of the Academy of Medicine found it satisfactory. The Board of the Cincinnati Social Hygiene Society was giving attention to pre-induction health and devoted an entire meeting to the enthusiastic approval of the policy statement. The City Health Commissioner likewise gave it his blessing.

We were now ready to present and interpret the statement to teachers of health whose prima responsibility is the presentation of a unit on social hygiene in the seventh grade and in the tenth grade plus a final emphasis on marriage and family living in the twelfth grade. Teachers in the other areas mentioned have also received the 8-page policy statement for their guidance and use.

A Policy

The policy statement describes the role of the public schools in this area of instruction and enumerates the reasons why it is important. It states the broad purposes of instruction in social hygiene as a part of the total instructional effort in personal and social living. The foundation for instruction is laid in the elementary school, beginning in the primary grades. Subjects such as social studies, health and safety, and science at the primary level provide many opportunities for children to learn what their parents do for them, to deepen their appreciation of all members of their families, and to discover ways in which they can help. Carry over into the home of personal habits of good housekeeping is encouraged as a way to help mother. Science introduces children to the study of animal babies. In the intermediate grades, science, health and social studies become natural vehicles for the continuation of the program. Children note, for example, the varying roles of animal parents in caring for their young. This understanding makes its contribution to the development of sound concepts about reproduction. In the middle grades, many opportunities for teaching about family life are afforded including its value as portrayed in western culture and its contributions to the present day social order.

The major services furnished to the pupils through the program of instruction in secondary schools includes information, interpretation and integration.

Basic Assumptions

It is presumed in teaching social hygiene that the methods or teaching techniques normally associated with a modern program of education would prevail. When information dealing especially with content on human reproduction, growth, and development is imparted to pupils, it is urgent that the following conditions prevail:

1. *That pupils are ready to learn.*—This involves a determination of the needs, interests, and concerns of boys and girls. In order to help pupils learn, special grouping procedures may be necessary involving groups of boys or of girls or combinations of pupils from various grades.

2. *That teachers are ready to teach.*—It is of the utmost importance that teachers who are involved in direct instruction related to human reproduction, growth, and development be especially prepared and suited to discharge this responsibility. The knowledge, understanding, discretion, and skill of the teacher are factors on which the success of the program firmly depends.

3. *That parents are willing to have their children learn.*—Since social hygiene must be primarily regarded as the responsibility of the home, it is important that steps be taken to insure that parents understand and accept the school's program and by the same token, educators should co-operate in programs of parent education. A close, continuing, and harmonious home-school *partnership* is necessary to the ultimate success of the program of instruction in social hygiene.

Note: This Statement of Policy, a unit on Social Hygiene and a unit on Marriage and Family Living appear in the Course of Study in Health and Safety for Senior High Schools, Curriculum Bulletin #233 issued September 1, 1956.

A THOUGHT

"You say the little efforts that I make will do no good;
They will never prevail
To tip the hovering scale
Where justice hangs in balance.
I don't think
I ever thought they would.
But I am prejudiced beyond debate
In favor of my right to choose which side
Shall feel the stubborn ounces of my weight."

—Bonaro Overstreet

Opinions on Heart Exercise and Acute Heart Dilatation*

F. A. Schmidt

ON NOVEMBER 22, 1906, school physician Dr. Iben of Flensburg sent the following message to the school board in that city:

"On Monday I listened with great interest to the address by the superintendent of gymnastics Möller. In addition to several other incorrect statements, which are of a more theoretical nature, I should like to call attention to one point in particular. Mr. Möller brought out a blackboard on which a general picture of the growth of the heart was presented. He indicated thereon that from the ages of 13 to 17 years the heart grows extraordinarily fast, and that this growth calls for vigorous exercise of the heart, such as endurance running, etc.

"I take exactly the opposite stand; precisely because the heart is in the process of development, because it is still an incompletely developed instrument, one dare not in any way overburden it. The danger of an acute dilatation of the heart is very great, a defect which the child may retain throughout his life. I suggest respectfully that my opinion, which is held by the entire medical profession, be brought to the attention of the teachers of physical education, in order to avert the great harm which will be done if they put into practice the opinions of the speaker, Mr. Möller.

"Further, I wish to say that I would have made this clarification publicly at the time of the meeting had the address not been so long."

In response to the request of Flensburg teachers that I express my opinion on the above letter, I make the following comments: In order to attain full development of the organs of the body during the period of growth, two things are to be considered: first, the innate growth pattern of the particular organ or its developmental potential; and, second, stimulating or provoking the organ to activity.

This is particularly so with regard to the organs of movement. No tissue of the body has such growth energy as the oblique striated musculature. While, for example, in the male from birth to fully developed maturity the entire body-weight reaches its average at the 21 year level, the weight of the muscles attains its average at about the 37 level (H. Vierordt), or possibly at the 40-41 level. It is a constantly observed fact that a healthy, strong muscular development—(in order to eliminate any erroneous idea I state with emphasis that no extreme or athletic muscular development is meant, because such a hypertrophe is not sound development!)—only attains its fullness if during the period of youth, i.e., during the period of growth, it has regular, vigorous, all-round muscular activity. The young man, who does not exercise his muscles and who perhaps occasionally exerts himself, remains weakly, narrow-shouldered, and small-chested; his muscles remain thin, flabby, feeling soft even when contracted, become fatigued even upon limited muscular effort, and they resist any strenuous activity.

What is true of the striated skeletal muscles is true of the heart muscle as well. The heart muscle, too, requires this stimulation if it is to develop endurance and strength, not only so as not to lose balance of power between demand and action during mild everyday activities, but also to be developed sufficiently to withstand occasional extraordinary requirements without harm. How important this can be during illness, where—for example, in inflammation of the lungs—endurance of the heart is of most importance, I will mention only in passing.

Physical Education Superintendent Möller has correctly expressed my opinion that precisely during the period when the heart muscle shows its greatest growth that consideration must be given to response to growth conditions, particularly to bring the heart muscle to its greatest level in activity ability and endurance. Such stimulation is obtained through such activities as increase the activity of the heart from time to time, and which at times can be carried on to the limit of performance-capacity involving overburdening of the heart muscle. Such forms of exercise are exercises of speed and light endurance exercises. Thus, running in its various forms, marching, mountain climbing, swimming, and, particularly games of the strenuous kind in which running provides the main value for heart and lungs.

Experience shows just as strikingly as that the heart becomes stronger and more able functionally through such exercise. Pupils who regularly exercise and run prevail over longer distances in races, for hours of continuous vigorous play, and in an endurace run of ten, twelve, and even fifteen minutes without any sign of overwork. Only the inactive child, whose excessive timidity and lack of decision has kept him away from the exercise and play areas during his leisure time, soon becomes breathless and gets an unusually rapid and weak pulse when, unprepared, he suddenly tries to do what his companions are doing — symptoms which, however, disappear again quickly during rest.

However, that one must adapt the exercises of speed (physiology of exercise classification—G.W.M.) to the particular ability of the individual is known by every enlightened and experienced teacher of physical education, and most certainly is known by such a man as Möller, who has devoted most of his life to the physical improvement of our

* From *Korper and Geist*, Germany, March, 1907, Nr. 25-26, pages 385-390—(Translated by Grover W. Mueller).

children and youth, and who day in and day out spends his time with active youths in activity areas. Were Dr. Iben also somewhat at home with such experience, he would not on such an incorrect basis, expound his preconceived theoretical viewpoint.

He says: "Because the heart is still in the process of development, because it still is an incompletely developed instrument, one dare not in any way overburden it." "Incompletely developed instrument"—that sounds at first blush so extraordinarily plausible and yet which on closer scrutiny becomes words which give a deceptive concept. Granted—a lad 14 years of age must still grow; he is only "complete" when he is a fully grown-up man. Then, his heart too will be a different one: larger, stronger muscularly, and working more assiduously because the arteries of the matured person are proportionately smaller in circumference.

For this lad a prematurely "completed" heart would be of no value: on the contrary his "incompletely developed instrument" is exactly suited to his stage of development, and it is fully capable of performing its work. Indeed, it is in many respects even more capable than the heart of the grown-up—and particularly more capable in connection with the forms of physical activity which we deem to be extraordinarily important for growing youth.

I propose to Dr. Iben that he carry out the following easily conducted experiment. He is to take a healthy lad of 14 years of age, stand with him on the bottom stair-landing of, let us say, a four-story house, and then race him up the four flights of stairs. I will wager 100 to 1: the lad will arrive at the top spiritedly, even though he may be puffing a little, but the honored colleague from Flensburg will have lost his puff upon reaching the top, will be breathless, hardly able to speak, and will feel forcible heart throbbing—notwithstanding that he has a "completely" while the lad has only an "incompletely developed instrument" in his chest. Or—Dr. Iben might, if the experiment with the stairs does not please him, try to dash up a hill with a number of 14 year old lads and discover who will reach the top first, and who at the top shows most fatigue, he or the lads.

Perhaps he will then recognize that the heart of growing youth is definitely more capable in connection with such exercises of speed than is the completely grown heart of the adult. What here poses a burden for the untrained inactive adult, is in no way true for the growing boy. At each age level a healthy heart is "complete" for the activity demands which its host may reasonably make upon it.

This is true of the heart as it is of the other organs of the body. Indeed, it is true also in the mental realm. Thus, although the adult is disproportionately more mature in his thinking power, has stronger will-power, has more endurance in his work, he no longer has the easy adaptability and minor susceptibility of the growing youth.

But let us return to our explanation. We noted that during the growing period, youth more easily than the adult, tolerates exercises of speed and of moderate endurance—which activities seem to Dr. Iben to be so dangerous—without over-burdening the heart. Most emphatically, therefore, do I dispute the assertion that there is great danger of acute heart dilatation in participation in Mr. Möller's recommended heart exercises.

Has Dr. Iben ever observed an undoubted case in which this occurred to a child or youth with a healthy heart in the gymnasium or playing field? I doubt this. I can doubt it as a physician who for over 25 years in his gymnastic society, as teacher in important courses of instruction in gymnastics, as leader in numerous courses of instruction in sports, and as school physician, was concerned with and worked earnestly with these specific matters. For I have never had such a case in connection with our youth participating in gymnastics and sports. I dispute most firmly, also, Dr. Iben's statement that, as he asserted, "the entire medical profession shares his view."

But even if a long endurance run, if a vigorous competitive sport, if a mountain hike or a long swim by a healthy child or youth really did indicate an "acute overworking of the heart"—that this could occur in activity areas under the supervision of intelligent physical educators, I deny absolutely—it does not therefore follow that thereby the harm will continue throughout life. I should like to refer here to the excellent research of Clinical Professor S. E. Henschen in Upsala (Skiing and Ski Racing. A Medical Sportstudy. Jena 1899).

I cite, further, a recently published work: "Concerning Traumatic Genesis of Internal Maladies." Clinical studies by Dr. Richard Stern, Professor and Director of the medical polyclinic in Breslau. Second edition. Jena 1907. It is stated there on page 141 in the section dealing with "Acute Overstrain of the Heart":

> "In healthy people this development usually returns to normal quickly following cessation of exertion."
>
> "Formerly, one was very much inclined to assume that acute dilatation would result from an overstrain of the heart. Recently, namely since research in röentgenology, it has become doubtful whether a healthy heart can become dilated in consequence of maximum effort. Many authorities now hold the view that heart muscle which becomes dilated following strenuous effort was previously unhealthy."

The "entire medical profession" therefore by no means shares the views of Dr. Iben. At best it applies only to those who are inadequately informed regarding the physiological influences of the various forms of exercise. This is not intended as a reproach. For the fact is clear that the wealth of

literature pertaining to the subject has remained unknown to the medical profession of this country and of foreign countries, as is easily shown by many of our articles on hygiene, even including articles on school hygiene, and particularly as shown by innumerable expressions by outstanding medical authorities on the subject of instruction and lessons in gymnastics — evidences which certainly bring no honor to the medical profession.

And now let us listen to another colleague, who for many years has worked particularly on this subject, who conducted numerous researches among athletes on the athletic fields as well as during their contests, and moreover who was in a position to make medical observations during the Olympic Games in Athens in April 1906. He is the well known cardiology specialist Dr. A. Smith in Berlin.

Smith wrote in his report:

"In the study of the various sports it was indicated that there was a greater tendency in some sports than in others to produce dilatation of the heart.

"In general, it appears that the forms of sports which most mildly affect the routine work of the heart are those in which the entire body is not lifted or moved by one's own strength—sports such as bicycling, rowing, swimming, apparatus exercises—exercises during which the weight of the body is more or less supported either by an under-support (boat, bicycle, water) or by use of body-supporting equipment (gymnastic apparatus), since the muscle groups are not required to do the strenuous lifting and moving.

"Further, it is proven that extended endurance activities (marching and running more than 50-100 kilometers) are highly injurious to the heart if very good special preparation or an intensive training does not lighten the strain of the exercise. It seemed that here the comparatively early oncome of the sensation of automatic movement dimmed the consciousness of the developing harm.

"Among all of the athletes of this kind who were examined, where these athletes had participated in that sport for a long time, significant enlargement of the heart had already been found in the preliminary examination, which then increased very little during the competitive event.

"The best hearts were found among those athletes who devoted themselves to the so-called light athletics (running, jumping, throwing, etc.), and in so far as favorable influence on the heart condition was indicated these forms of sport frequently resulted in the heart becoming smaller in a relatively short time through and during the activity. While the cross section of the heart projection in approximately 200 athletes in the studied and measured cases showed 87.17 cm^2, the participants in light athletics showed 69.8, the gymnasts showed 87.6, the bicyclists 89.5, the fencers 98, the participants in severe athletics 98.3 and the swimmers 99.5 cm^2."

Thus, the activities of running, jumping, and throwing, those which make up the principal content of all of our better plays of youth, have on this basis only a favorable effect upon the healthy heart, indeed, are even likely under certain circumstances to reduce an already enlarged heart to normal size. These are exactly the same exercises that gymnastic instructor Möller recommended most highly in his address on exercises for the heart — and explained the same — in connection with which Dr. Iben felt he must post his warning on the blackboard: "Attention! Danger of acute heart enlargement!" Isn't that amusing?

Only the matter also has a serious side, and this it is which moved me to enter this Flensburger affair so earnestly. That which instructor Möller presented, namely that the heart must be exercised particularly during its period of growth—which is not the same as overstraining—this is also the viewpoint of those physicians who for a long time have concentrated specifically in a scientific way on the question of physical education. Does Dr. Iben in Flensburg wish to dispute these men—good, so let him try it. But then not with such banal expressions as "incompleted instrument" and other similar ones!

Rather he should be willing to state clearly which activities are beneficial and which are not during the ages of 13-17 years; he should state how many seconds or minutes the teacher may safely permit his pupils to run; he should state, also, whether or not he would forbid games for this age-group, because in games there is much rapid running and often lengthy running! But he does not do this! He merely sends various unsupported expressions of opinion to the board of education and requests "with the greatest hope that this viewpoint, which is shared by the entire medical profession, will be imparted to the teachers of physical education, in order to insure that great harm will be averted by setting down the opinion of the speaker."—Thereby the Fatherland is then once more saved in a most opportune and convenient way!

Now what should the Board of Education and what should the physical educators do about this school medical ukase? Let us assume that they acknowledge Dr. Iben to be the authority, which he seems to take for granted in his title, and which he wishes to make an absolutely final decision by referring to the high agreement in the "entire medical profession" (and we have seen just how valid the latter claim is). Well then, there remains nothing other for you to do than to plan, in accordance with the classically short direction "endurance runs, etc.," to forbid all running, and consequently all play which involves running, for growing youth. For how will the intimidated Board of Education and how will the physical educators know where the borderline of danger lies, and where the "danger of acute heart dilatation" begins? Indeed, the encouragement of running in physical education programs was particularly recommended to physical educators in the Ministerial edict of April 3, 1890, and it states in the implementation directions of this edict "the type of running which is to be done the most is endurance running."

But when the school physician is presently alleged to be in accordance with the strong agreement of "the entire medical profession," and perhaps

passes the word around publicly, that "great harm would result," which injury the children would carry with them throughout their lives—well, how are Boards of Education and physical educators to oppose this? They will react in the safest way if they simply lock up the gymnasiums and playgrounds.

But therewith a much different and a much greater responsibility would come to rest upon the initiator, Dr. Iben, of such a turn of events. Because he would be held accountable for the harm which would result from the restriction of healthful, hardening bodily exercises for the rising generation. In this a real injury is involved which many a child would have to bear throughout his life. And in conclusion, to return once more to the "enlargement of the heart"—when, colleague Iben, does appearance of enlargement of the heart most frequently occur? Answer: When a heart which has been exercised very little and in consequence is a weak heart with little resistance, and then in addition is regularly weakened by alcohol and overburdened by overloading of the stomach with great quantities of liquids, as well as the gulping down of beer by the liter! Where then are the young people in Germany who, previously in good health, show evidence of having contracted enlargement of the heart in consequence of activities in the gymnasium and the playground?

Let anyone give one example. But, unfortunately, the number is legion in our Fatherland who shrink from vigorous exercise, who seek their recreation regularly at the beer table and who have become incapacitated from "beer heart" which they often already had acquired during youth. In this we find the roots of the worst harms which threaten the strength, ability to perform (skill), and health of your youth. And he only increases these dangers who would hinder or restrain youth from acquiring high physical and moral qualities through regular participation in bodily exercises, gymnastics, play and sport by well-intended but wholly unfounded warnings.

EDITOR'S NOTE: A look into the past reveals a refreshing and modern point of view. We are indebted to Mr. Mueller for making this available to our readers.

The Athlete's Creed

I BELIEVE . . .

It is a Privilege to play on a school team.

Adherence to Training Rules is a duty of each squad member.

Questionable Practices and borderline ethics are not profitable.

He Who Abides by the rules of the school deserves homage and respect.

The Greatest Satisfaction comes from giving one's best through the season of preparation and during the game.

The Highest Type of enjoyment comes from working in a worthy cause.

Contests should engender good will between schools, and it is the duty of each player to promote this feeling.

The Proper Question for the athlete is "What can I do for the school?" instead of "What will the school give me if I win?"

The Success of an athletic department, school or nation depends on the adherence of its members to the laws of the organization.

The Making and retaining of friends on faculty, in the student body, among fans and on opposite teams are among the most valuable assets of life.

—Wisconsin Interscholastic Athletic Association

Grading in Physical Education

John Dratz

THERE HAS BEEN much conjecture among students, teachers and parents regarding reasons why and how grades are derived and assigned in physical education at Missoula County High School. A persistent but false impression is that the grades are based solely on the number of "push-ups" a boy can do or, in case of a girl, whether or not the teacher likes her. The source of these impressions may be real to a small degree since a student, not unlike an adult, is prone to remember incidents that may have been embarrassing or tests that ended in failure. It is not surprising therefore that they should view such incidents out of all proportion to their real importance.

The Area of Activity

In attempting to explain how final grades are actually derived it is necessary that the student, teacher and parents understand that physical education is not a true academic course, but is rather more in the nature of a laboratory course wherein the students are working in a uniquely informal and highly social atmosphere. Learning in physical education is on an individual basis with each student being accepted or not accepted by the class in proportion to what he or she is able to contribute to the success of the whole group. Many parents and teachers would be amazed at the change in attitude and bearing of each student which takes place during the time when he enters the gymnasium, changes clothes and begins the day's activity.

Its Uniqueness

Since physical education is essentially a laboratory rather than a classroom subject, there are many problems which arise in grading that are not common to other courses. We do not give daily assignments or weekly tests, nor do we have recitations, special reports, or any of the common objective grading devices traditionally used in the classroom. Thus, while limited as to objective measures for rating progress, we have unusually rich opportunities for rating subjectively, and creating the objective tests peculiar to our own field.

While we must make use of subjective judgment to a high degree in our grading in physical education, it is possible to make these subjective judgments fairly objective in nature. For example, if we consider such character traits as sportsmanship, cleanliness, cooperation, leadership, and morality as important in the development of a child, then it is possible, by rating each student from superior to fair in each of these qualities, to assign grades through a combination of the ratings.

One Plan

In the department of physical education at Missoula County High School, we do not consider these subjective ratings to be sufficient, by themselves, for grading purposes. For this reason, objective skill tests are used to determine the degree of proficiency attained by each student in a given activity. In volleyball, we give serving, volleying and setting tests; in apparatus and tumbling, minimum standards of performance are established and students are rated; in softball, speedball, badminton, and basketball, similar tests are given. (Girls also take written examinations on game rules.) Since calisthenics are a part of the daily program, we consider the testing of ability to perform various activities such as "push-ups" and "sit-ups" as a valid part of the testing program.

These tests, however, can not be used alone as grading devices regardless of their objectivity because of the great range of individual differences that exist in strength, body build, and maturity, as well as in natural coordination and stamina. In order to eliminate undue penalty or reward because of nature's favors it is necessary to exercise further subjective judgment in determining whether or not the student performed each test to his individual maximum.

Concluding Statement

The department of physical education feels that through a thoughtful combination of both the subjective and objective grading procedures outlined above we are giving each student a grade that is fair and representative of his progress, ability and contribution to the success of the entire class. And each student knows from week to week the individual progress he is making toward recognized and understood goals.

Some Heart Throbs

Dr. Paul Dudley White, Boston cardiologist, and consultant in President Eisenhower's illness, says:

"Work has a beneficial effect on the body, mind, and soul in any occupation in which it is possible for a cardiac patient to engage. Idleness breeds unhappiness, and is actually bad for health. It is a rare patient, indeed, who is fit for nothing.

"Work is at least as important, if not more so, for a cardiac (within his capacity) as for a normal person. Therefore, to deprive a handicapped person of an important therapeutic help in the form of a job is not only an unsound policy, but also unfair discrimination.

"Certainly, the patient should be given the benefit of the doubt, and encouraged not to retire from business or to prepare for an early ending of his life, in view of our experience during the last generation. This is in sharp contrast to the pessimism of thirty years ago."

Your Professional Library

King McCristal

DO YOU HAVE a professional library? How many of your friends collect professional books and periodicals, organize them, and have them available for handy reference?

Not long ago while visiting with a midwest publishing house representative, these questions and others were raised. This man seemed to feel that some of the people upon whom he called had done little about starting libraries. He said folks tell him that they manage nicely with such reference materials as desk copies and other sample books which are sent to them by publishers. They believe that these sources along with random readings done in periodicals take care of their needs very well.

By the time we had finished our discussion, we had concluded that a good collection of professional reference materials is as esential to a person in our field as it is to a doctor or a lawyer in his. Professional sources are important to the recreation leader, the health teacher, and the gymnasium instructor. It has been said that a top-grade professional student is indeed fortunate if he can remember forty per cent of the information he picked up during his professional education. He must depend for much of his operating information upon proper source material.

When to Start Collecting

Most professional students in our field are told during orientation courses in their freshman year that they will need to develop professional libraries. They are told, among other things, to keep their professional text books. It is usually at this time that they are introduced to such professional publications as the *Journal of Health, Physical Education and Recreation,* and the *Research Quarterly* of the American Association for Health, Physical Education, and Recreation. The thoughtful orientation teacher usually tells the beginning professional student to join the national association and to save all issues of its periodicals. At the end of each year, they can be bound into volumes at small cost to prevent their being lost, and to make them more usable.

At the end of a student's freshman year, he might easily have a half dozen or more professional books in his library. Each year, this accumulation of text and reference materials will increase and by the time he graduates, he will have a good start on a professional library. As time goes on, and he becomes acquainted with the new books section in the *Journal* or the book exhibits at conventions, he will discover many interesting sources which he feels he must explore. The young teacher's pocketbook isn't always adequate to handle his expanding interest, and sometimes it is necessary to fall back on other resources. A friend of mine solved this problem by telling his family that, instead of neckties, he would much prefer a certain new book that had been released as a birthday present. The same thing works at Christmas and other times when gifts are exchanged.

Most professional people, regardless of the field they are in, realize that their education has only started when they graduate from the university. They know that the struggle for professional recognition and success often depends upon new ideas, and professional literature sources are veritable wellsprings of information where the teacher can learn of things that have been tried, and compare his thinking with the ideas of others.

A very successful doctor once stated that he owed his success to keeping abreast in his field by short but regular periods of reading in medical periodicals. Success in any field might be had by employing the same procedure. Folks who keep up on new developments are professionally interested people. Frequently their success parallels their professional interest.

How Long Does It Take?

A personal library can be a lifetime in the building. An inquisitive mind is always seeking new depths in a particular interest area. This could mean that a specialist in one phase of our field would continue to collect materials that dealt with that particular specialty. One might think that a person would soon exhaust the resources in a given area, but this is not the case. Increased depths of interest soon break over into other fields where related material frequently provides attractions almost as interesting as the major field division in which the collector started.

How Much Does It Cost?

The expense involved in setting up a personal library can vary as much as the length of time it takes to collect one. Some professional people seem to think they get by nicely with only the professional text books they used as students; others add to their libraries during the entire span of their careers. The cost is proportionate. Money can be saved by purchasing paper, rather than cloth, bound volumes, although this is probably not economical if the volume is to be used extensively. The professional person can usually forego owning the really expensive volume which receives only limited use. Something like this can be secured from a library when needed.

Benefits to Be Gained

The person who has his own professional library has a quick source of reference whenever he needs it. If he teaches at a university, his preparation frequently is done at home the night before a class is taught. Having access to a wide range of source material there enables him to cut down on trips to the library. As it often happens, rather than make the trip to the library, the question that has arisen goes unanswered. If the references were within easy reach, the reading might have been done.

Teachers in schools at all levels are frequently called upon to appear before groups and give talks of one kind or another. No speaker, however clever he might be, can go on endlessly speaking off the cuff." More often than not, the topic on which he has been asked to speak is one that he has touched upon only slightly during his training experience. In order to speak in an intelligent manner, his preparation for an appearance of this kind should be preceded by at least a little research. Sometimes the speaker knows what he would like to say and wishes that he could remember the punch line which some author he once read used to drive home the point. A handy source of reference brings these punch lines within easy reach and the library of the practioner who fortifies himself with this technique is probably filled with books that have markers sticking out of their tops.

Not long ago, a friend of mine who has a fine professional library was showing a man through his home. When they stepped into my friend's den, which contained his library, the visitor asked him if he were an English professor. My friend who is a physical education teacher felt highly flattered that the visitor had been so quick to tie him up with an academic phase of the school program.

Having a professional library creates a sense of confidence within a person. If it is well organized, you know that within a relatively short time you can rediscover the concept or idea which has escaped your memory. You are aware that on short notice you can collect the sort of information you might need to develop a speech or write a paper. You are probably in the position of any craftsman who has an adequate set of tools with which to work.

Where Should You House Your Library?

Many professional people prefer to keep their library in the office at school. This is certainly an impressive sort of thing and your colleagues soon come to know that you are a collector and are able to determine the areas of your particular taste. Some are more prone to keep their book collections at home. They maintain that they can concentrate better at home, that most of their preparations are done here, and they can work either late at night or at any odd hours during week ends. Still others quite frankly prefer their homes because there is far less tendency for students and colleagues to borrow the source which they, themselves, have mislaid or never bothered to purchase in the first place. Certainly there is far less loss encountered when books are kept at home.

Discouraging Observation

My publishing house friend and I came up with a number of reasons why more students today do not start collecting professional books. One of these was the fact that students in our field are more activity minded than book minded, which probably means they spend little time reading and are, therefore, not interested in books. People of this type obviously would make no great effort to build a professional collection.

Other students feel that they have no place to keep books. At the end of the school year, they take books home and, if the family is large and their quarters are none too commodious, books easily become lost and the library building process strikes a snag. Still another and a very important reason why physical education people, particularly men, do not build professional libraries is the fact that they are on athletic scholarships. The athlete who has his books supplied to him through a college fund must return them at the end of the term or semester during which they were used. Frequently I have asked athletes in my classes to refer to a specific textbook when they came to me seeking information on a certain point. They would explain that the book had been returned and they no longer had access to it.

Depending on the number of such scholarships there are, this reason could cut down on the sale of books to some extent and work a hardship both on the publishing house and upon the student who has been barred from probably the easiest and most natural technique of building a professional library.

Concluding Statement

Building a professional library can be a great source of pleasure and satisfaction. It can help the professional person get his feet on the ground and keep them there. It can instill in him the confidence which comes to one who is aware that he possesses the tools to do an effective job. A continued interest in collecting professional literature is bound to promote professional interest, stimulate new ideas, and upgrade the standards in this field generally. Anyone who comes in contact with professional students should make it a point to stress the need for building professional libraries. Only in this way can we hope to attain for this field the status which has come to the other honored and respected professions.

Weight Training

Stratton F. Caldwell

LITERATURE in the field of physical education today reveals a tremendous growth of interest in an area often ignored and ridiculed by physical educators, namely *weight training*.

Weight training is a somewhat new and unfamiliar concept to many physical educators and coaches. It has been, however, a familiar topic to research people in the field of physical education for many years.

Background

Articles by Councilman[1] and Capen[2] concerned with weight training illustrate the need for closer examination of this area as a supplement to essential track and field training. Steinhaus[3] early in the 1930's stated the basic tenet underlying systematic weight training with the "overload principle". Muscle hypertrophy, enlargement of muscle cells is related to the intensity, rather than quantity of work performed.

This is illustrated plainly by comparing the relatively large muscles of a sprinter's legs with the slimmer, less bulky muscles of the distance runner. The growth of muscle cells, as the result of training, results in greater strength. The strength of a muscle is in proportion to the area of its cross section. Exercise causes the muscle cells to enlarge and the cross sectional area increases with a proportional increase in muscular strength. This increase in muscle size is due to the "overload principle". Muscles increase in size and strength only when they are forced to extend themselves beyond the normal demands imposed on them. This increase is gained most rapidly in activities where heavy resistance loads are moved, such as weight lifting, wrestling and gymnastics.

Track and Field

The implications of this principle are vital to the track and field coach. Stated simply, the fastest method of gaining muscular strength is through heavy resistance type exercise, weight training. This principle has been widely accepted and utilized as an integral part of track training technique by field event performers for many years. Otis Chandler[4], former Stanford University shot put champion, expanded greatly the concept of weight training as beneficial rather than detrimental to championship performance. Chandler's pamphlet lists such performers as Parry O'Brien, Fortune Gardien, Bud Held, Bob Richards, Les Steers, Mal Whitfield and John Landy, all of whom use weights to implement their training procedure.

Body Weight

An important factor to be considered in establishing a weight training program for track and field men is body weight. Cooper and Morehouse[5] state that weight is disadvantageous to the runner, no matter where it is carried. Every pound of total body weight acts to reduce the production of speed at the start of the run and also represents a resistance to be overcome in maintaining speed during the run. During running, the contraction of the leg muscles is accomplished despite great internal resistance to change in the muscle itself. The larger, bulkier muscle has more resistance to overcome than smaller, thinner muscles because of greater residual muscle viscosity, tonus and tension.

Speed

The track runner today is in a highly competitive situation where speed determines success or failure. Steinhaus[6] reported that speed depends on strength, but they are not exactly proportional to each other. It takes more than a doubling of strength to double speed, due to internal resistance in the muscle itself. Fenn[7] stated that for every 10% increase in speed an additional 3.1% of the muscle tension was devoted to overcoming internal resistance and thus lost for external work. A runners top speed is attained when all the strength is used to overcome viscosity.

Capen's[8] study on the effect of systematic weight training on power, strength and endurance reported that the group engaged in weight training improved more in the speed event that a second group undergoing a rigorous physical conditioning schedule.

Though some increase in body weight is inevitable under a sound program of weight training, the increase will be in cross sectionel areas of the muscle, resulting in added muscular strength. The increase in strength should bring about increase in speed.

Weight men, to the contrary, sacrifice some speed of movement for additional body weight. The champion shot putter or discus thrower often needs added body weight to accompany the increase in

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1 Counsilman, James E., "Does Weight Training Belong in the Program?", *Journal of Health, Physical Education and Recreation*, January 1955, pp. 17-20.

2 Capen, Edward, "The Effect of Systematic Weight Training on Power, Strength and Endurance," *Research Quarterly*, Vol. 21, May 1950, pp. 83-93.

3 Steinhaus, Arthur H., "Why Exercise?", *Journal of Health and Physical Education*, May 1934.

4 Chandler, Otis, "Scientific Weight Lifting Exercises Designed for Track and Field Events," mimeographed pamphlet.

5 Cooper, John E. and Morehouse, Laurence E., *Kinesiology*, St. Louis: C. V. Mosby, 1950, p. 245.

6 Steinhaus, Arthur H., "The Science of Educating the Body," *The Journal of Health and Physical Education*, Vol. 8, June 1937.

7 Ibid.

8 Capen, op. cit., p. 92-93.

muscular strength. As the weight man relies primarily on explosive power and upper body strength, a year round program of weight training is followed by top flight competitors today.

Some Exercises

A brief list of resistive type exercises is presented to enhance muscular strength in the upper body, mid-sectional and lower body areas. Exercises simulating desired movement patterns in track and field activities are recommended wherever possible as muscular strength affects skill. Optimum skill development often depends largely on strengthening only specific muscles involved in the activity.

Any unnecessary action or assistance received from muscles not directly involved in a complex movement will hasten fatigue, affect timing and produce a more clumsy, awkward motion.

The following exercises are offered for the track and field coach to examine and use as a tentative guide in the establishment of weight training as part of the track and field program.

Exercises for the Lower Body

1. Run in place wearing iron boots, supported by parallel bars or a horizontal bar. *3 sets, 25 leg raises, starting weight—5, 10 pounds.*
2. Alternate leg raising with iron boots attached. *3 sets, 10-15 repetitions, starting weight—5, 10 pounds.*
3. Alternate knee flixion wearing iron boots. *3 sets, 10-15 repetitions, starting weight—5, 10 pounds.*
4. Rise on the toes with barbells supported on the shoulders. *3 sets, 8-12 repetitions, starting weight—80, 90, 100 pounds.*
5. Rise on the toes (seated) with barbells supported on the thighs. *3 sets, 8-12 repetitions, starting weight —80, 90, 100 pounds.*
6. Rise on the heels (standing) with the barbells supported on the shoulders. *3 sets, 8-12 repetitions, starting weight—80, 90, 100 pounds.*
7. Three quarter deep knee bends with barbells supported on the shoulders. *3 sets, 10-15 repetitions, starting weight—60, 70, 80 pounds.*
8. Jump upward off the toes with barbells supported on the shoulders. *3 sets, 8-12 repetitions, starting weight—50, 60, 70 pounds.*

Exercises for the Abdominal Area

1. Sit ups on an incline bench with weights clasped behind the neck. *3 sets, 15-20 repetitions, starting weight—5, 10, 15 pounds.*
2. Raise legs horizontally while hanging on a horizontal bar. *3 sets, 10-15 repetitions.*
3. Raise legs vertically from a back lying position on a bench with weights held between the feet. *3 sets, 10-15 repetitions, starting weight—5, 10, 15 pounds.*

Exercises for the Upper Body

1. Chin on a horizontal bar with weights attached to the waist or held between the feet. *3 sets, 5-10 repetitions, starting weight—5, 10, 15 pounds.*
2. Push up from the floor with weights supported on the back. *3 sets, 20-30 repetitions, starting weight —15, 20, 25 pounds.*
3. Two arm barbell press (standing). *3 sets, 5-8 repetitions, starting weight—60, 70, 80 pounds.*
4. Two arm barbell press (seated). *3 sets, 5-8 repetition, starting weight 40, 50, 60 pounds.*
5. Two arm dumbell bench press. *3 sets, 5-8 repetitions, starting weight—20, 30, 40 pounds.*
6. Bench press. *3 sets, 8-12 repetitions, starting weight —70, 80, 90 pounds.*

It is hoped that interested coaches of track and field will experiment with these exercises in their schools and universities and then subsequently express their opinions about the merit and value of weight training for the track and field athlete.

ATHLETIC AXIOMS

1. A SPORTSMAN is trained to accept a game decision without noticeable opposition even though in his own mind he may not agree with it.
2. GRUDGE GAMES are wonderful events when cancelled by mutual consent.
3. A COACH is an artist who deals with living ingredients. A perfectly coordinated team is the masterpiece toward which he aims.
4. LAWS make liberty possible. The individual must sometimes sacrifice liberty in minor matters to gain it in major matters. The playing code and the school code have evolved through experiences of many years. The wise player will play and live strictly in accordance with these codes.
5. DESTINY lurks around the corner ready to flatten the ears of the team of miracle men whose chests have begun to cut off the view of their feet.
6. CHAMPIONS result from a combination of circumstances—the coming together of a group of artisans, competent coaching, an efficient athletic department, fair-minded followers of the activities of the school system that provides opportunity in every field of endeavor.
7. SINCERITY, industry and loyalty thrive in a school destined to produce champions.
8. COURTESY, respect for authority and personal habits of cleanliness are essential to team success.
9. GREAT PRIVILEGES are invariably associated with great responsibilities.
10. ATHLETIC SKILL can be mastered only through sincere application in hours of practice.
11. SPORTSMANSHIP is a by-product of a spirit of tolerance and good will, and the centering of attention on the good qualities of teammates and friendly opponents.
12. CORRELATION between quality of basketball and size of school is small. Basketball artists are where you find them and championship teams find a way to reach the top.
13. TIME AND EFFORT spent in learning game skills pay dividends in a lifetime of enjoyment which comes from being able to do a thing well.

—Alabama Bulletin

A Short Screen Test for Motor Ability

Harold M. Barrow

THIS IS A SHORT, simple screen test of motor ability for college men. The function of the test is to measure fundamental or general motor skills for the purpose of classification. The test's chief advantage is its administrative economy, since it is short and the student does not need to change from his street clothes for best performance.

Need

Physical educators today need some evaluation of the student's ability in motor learning and performance. This evaluation is necessary for several purposes but classification is perhaps the first need. Results of tests are invaluable for the proper placement and scheduling of students for general service classes. Such placement is particularly needed if programs are to be administered with the principles of individual differences in mind. Colleges in the past have not challenged the superior student in their service programs any more than they have adequately met the needs of those students who are in the lower ranges of motor ability.

Students generally come into college as unknown quantities and qualities as far as ability to perform motor skills is concerned. In the intellectual area certain assumptions may be made with respect to the student's experiences in academic subjects. This same student's academic records precede him and are supplemented by tests of intelligence, attitude and aptitude, as well as specific achievement tests in certain required course areas. This knowledge is useful to counselors and advisors in the proper placement of students in academic classes. However, in physical education, no assumptions can be made concerning the student's experiences in motor skills. Little is known concerning such ability before he enters college and few colleges administer tests to appraise his status after he arrives. Consequently, the student is generally assigned to a class period which most conveniently fits his schedule, or, what is more condemning, to a class period which best suits the physical education department. Only chance would place him in a group where he would have the advantage of fair competition and at the same time place him in a class which would present him with a challenge to his ability.

Methods of Appraisal

Naturally the best method of classification for most classes is on the basis of particular sport skills. However, in the survey type program where the student is assigned to a class for an entire semester, it is hardly feasible to reclassify him at the end of each two-, three- or four-week period when the sport changes. The student's need in this type program can best be met through the general classification which is based on general rather than specific abilities. The least that can be done is to provide for the needs of those who are either low or high in motor skills since ordinarily our programs are directed at the needs of the average student.

If time is available and if the student can properly equip himself, one of the standard motor ability tests should be administered before registration. The Cozens Test of General Athletic Ability (2), the Barrow Test of Motor Ability (1), and the Larson Test of Motor Ability (3) are recommended for college men. These are either six or seven item batteries which will require some cost in time, equipment, and leadership.

In some cases classification tests are not administered in physical education prior to registration of the student because enough time is not available in the orientation program, or because the student has not yet equipped himself with the necessary gear and apparel for maximum performance in physical activities. For most test items a basketball type shoe and gym shorts are needed for best performance. To circumvent these two problems this short, simple, but valid test of motor ability has been devised. It will require a minimum of time and no special gear on the part of the student.

Battery

The following two item battery has been presented: standing broad jump measured to the nearest inch, and the six pound medicine ball put measured to the nearest foot. The two test items with respective item objectivity, reliability, and correlation with the criterion are shown below:

Item	Objectivity	Reliability	Correlation with the Criterion
Standing broad jump	.996	.895	.759
Medicine ball put (6 lbs)	.997	.893	.736

Procedure

The test is based upon data collected for college men. It has been validated by means of a general motor ability criterion of 29 items of which it is a part. The motor ability criterion represented the composite judgment of outstanding leaders in the field of measurement and evaluation. Through use of the Doolittle technique, the test was found to have a multiple correlation of .8647 with a standard error of estimate of 5.066. Thus, the battery can predict general motor ability in college men as measured by the criterion with approximately 50 per cent improvement over a best guess.

The battery accounted for approximately 75 per cent of the total variance found in motor ability.

Regression equations were computed in standard score form and a scoring table was devised converting the raw scores into weighted standard scores. When the two weighted scores are summed for the two items, a motor ability score is obtained. Norms are provided for the motor ability score.

Note: Write the author for a simplified scoring table and for norms.

Justification

This battery is justifiable on the basis of its fairly high validity, the high objectivity and reliability of the two items, its inherent interest to the students, and its safety and physical suitability. However, its greatest contribution is in the area of test administrative economy. A great many students could be administered the test in a short while within a limited space, and with no special gear or apparel needed on the part of the student. Both items could be administered out of doors in the subjects' street clothes and indoors simply by having the subjects remove their shoes.

Administration and Uses

Students are administered the two test items. Raw scores can be quickly converted into weighted standard scores by means of the scoring tables as shown on the previous page. When the two weighted scores are summed, a motor ability score is obtained. On the basis of this motor ability score, the student's motor ability rating can be found and he may be classified. All of those students scoring in the upper ranges might well be permitted to elect activities for their physical education credit. This would be in keeping with the principle of providing for those individuals with a high degree of developed skill. By the same token, those students in the lower range could be assigned to special classes designed for the low skilled. Once again it must be pointed out that this device should be used only when a rough screening is all that can be had.

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Selected Sanitation Suggestions

C. E. Forsythe, State Director of Athletics, Michigan

1. Insist on properly fitted equipment. It lessens the chance of infection by irritation from loose or tight apparel.
2. Sterilize personal equipment prior to any interchange between players.
3. Provide sanitary drinking facilities. Use individual half-pint pop or milk bottles or paper cups on the field and a fountain in the gymnasium.
4. Always have a clean, well-stocked first-aid kit on hand.
5. Keep personal equipment aired and dry between practice sessions.
6. Be sure players are cooled off and have thoroughly dried themselves before leaving locker rooms.
7. Inspect shoes regularly for nails and breaks that might cause infection.
8. Inspect showers frequently and keep them adjusted so that the possibilities of scalding and hot-water burns are reduced to a minimum.
9. Insist on the use of individual towels for each class or squad member.
10. Provide or insist upon clean, dry towels every day.
11. Permit no exchange between players of personal equipment without coach's permission; penalty to be dismissal from squad.
12. Provide proper facilities in gymnasium for spitting.
13. Insist on a warm shower being followed by a cold one.
14. Keep players off the wet ground between halves of football or soccer games.
15. Provide side line sweaters or jackets for substitutes on rainy, cold days and during outdoor night contests.
16. Inspect players regularly for infections or injuries.
17. Insist that injuries, no matter how slight, be reported immediately after they are received.
18. Clean lockers, showers and toilets frequently and scientifically.
19. Be sure that taping and bandaging are done correctly.
20. Do not allow ill or injured players to participate in practice or games.
21. Check weights of squad members frequently.
22. Provide a separate towel for each team member for use at time-outs or between halves of contests. Hand it to him or provide a sanitary receptacle for it. Don't allow it to touch the ground or floor.
23. Launder uniforms and sweat clothes frequently.
24. Provide foot baths, antiseptic powder, or other accepted treatment for the prevention of athlete's foot.
25. Keep gymnasium floors scientifically clean.

December News Bulletin, State of Delaware, Department of Public Instruction

The Function of Hypotheses in Research

D. B. Van Dalen

RESEARCH in the fields of health, physical education, and recreation is of a relatively recent origin. Nevertheless, a review of the studies reveals that considerable work has been done. Moreover, members of the profession are gradually grasping a deeper understanding of scientific procedures. Their improvements in technical precision and refinements in methodology have considerably strengthened the foundations of the profession. Despite the progress they have made, however, many research workers in the field do not fully understand one important aspect of the scientific method: the need for hypotheses.

No scientific undertaking can proceed effectively without well-conceived hypotheses—any attempt to do so is like working in the dark. For, according to John Dewey, hypotheses regulate "the selection and weighing of observed factors and their conceptual ordering." Hypotheses, therefore, are indispensable tools for research workers who wish to be scientific in their investigations. To draw attention to this aspect of research methodology, the following discussion defines hypotheses and reviews their more significant functions.

Definitions: A hypotheses is a suggested solution to a problem. A hypotheses consists of elements expressed in an orderly system of relationships which seek to explain a condition that has not yet been verified by facts. In a hypothesis, some of the elements or relationships between the elements are known facts. Other elements or relationships are products of the research worker's imagination. They leap beyond known facts and experiences. Thus, a hypotheses logically relates known facts to intelligent guesses about unknown conditions in an effort to extend or enlarge our knowledge. The conceptual and factual elements and relationships must be formulated in such a precise and objective manner that a research worker can test the implications of the hypothesis.

Hypotheses as a Means of Stating Assumptions. A hypothesis is a means of stating the essential assumptions underlying the proposition in an all encompassing statement. This statement is the end product of a thorough analysis of all the factual and conceptual elements that are relevant to the problem and their proper relationship to one another. The isolating and combining of all relevant phenomena into a conceptual context provides a solid base for a successful investigation of the problem. Before concluding a study, the research worker prepares a report giving a complete background of the facts and explanations that led up to the structuring of the specific hypotheses. Such a presentation helps the reader, who may not possess the investigator's observational or reading background, to grasp the connections between the hypothesis and its underlying assumptions.

Hypotheses as Means of Presenting Explanations. Providing explanations is one of the primary functions of a hypothesis. Science strives to supply the reasons for the occurrence of events or conditions. Thus, scientific inquiry goes beyond the amassing of facts or the mere describing and classifying of them in accordance with their superficial properties. Research seeks the underlying patterns or general principles that explain the structural interrelations of the phenomena under observation. In searching for the possible factors giving rise to an event or condition, the research worker engages in a high order of conceptualization. That is, he relies on his reasoning process to build schemes of explanation that account for the factors he is trying to understand.

An analysis of a problem usually reveals that the observable data are vague and incomplete, some elements do not appear to be related to other known elements or to fit into any particular order, and there are no adequate interpretations for some phenomena. The nature of the work before the investigator is to complete the data, systematize the information, and give some interpretations that will explain the unknown factors. A hypothesis provides the explanations necessary to accomplish these tasks. A hypothesis may provide the conceptual elements that complete the known data, conceptual relationships that systematize unordered elements, and conceptual meanings and interpretations that explain the unknown phenomena. Thus, through conceptualization, which makes it possible to introduce elements and relationships that are not directly observable, the investigator can go beyond the known data and set up a possible solution to a problem.

Hypotheses as Determiners of the Relevancy of Facts. Selecting the facts necessary to conduct research is a matter of crucial concern to the investigator. Aimlessly collecting a mass of facts on a given subject is futile, for the infinity of possibilities prohibits any rational manipulation of them. The strategic facts needed to solve a problem do not automatically label themselves as relevant to it. If facts are to serve the research worker, they must be carefully and significantly selected. The hypothesis serves as the organizing principle that makes it possible to accomplish this task. The hypothesis provides the structural framework

around which pertinent data can be organized. It guides the investigator in ascertaining what facts to collect and enables him to decide how many facts he needs to test its implications adequately. Without a hypothesis, research is unfocused, haphazard, and accidental.

Hypotheses as Determiners of the Research Design. A hypothesis helps the investigator determine what research procedures and methods to use. Owing to the manner in which the hypothesis points up the pertinent issues at stake, it immediately rules out many methods as irrelevant to the testing of the postulated solution. Moreover, a well-constructed hypothesis leads the investigator to the particular modes of attack that will meet its specific demands. For instance, a hypothesis often suggests what subjects or data are sufficient; what instruments or operations are adequate; what statistical methods are appropriate; or what events, facts, or circumstances are required to evaluate its implications satisfactorily. Thus, the hypothesis reveals what procedures are appropriate and adequate for testing the suggested solution to the problem.

Hypotheses as the Framework of the Conclusions. A hypothesis aids the research worker in presenting the conclusions of his study. A hypothesis is a tentative principle or generalization that accounts for some given phenomena. It retains the character of a guess until some facts are found to support it. Through appropriate testing situations, the necessary facts are collected. In the conclusion of the study, these findings are organized in terms of the purposes that initiated the investigation. If the factual evidence agrees with the original proposal, it confirms the hypothesis; if it disagrees with the original proposal, it discredits the hypothesis. If an investigator does not establish a hypothesis but merely collects facts on a subject and cites them *per se* or classifies them according to his whims in the conclusions of the study, he does not necessarily advance knowledge appreciable. The hypothesis provides a framework for stating the conclusions of the study in a meaningful manner.

Hypotheses as Sources for the Formulation of New Hypotheses. An explanatory hypothesis enables us to extend and unify our knowledge. A well-conceived hypothesis offers a general principle that renders more understandable the phenomena under consideration. Yet, a hypothesis is regarded not as an end in itself but as a means to further understanding. It serves as an intellectual lever by which investigators can pry loose more facts to be fitted into other or more inclusive explanations. Therefore, a hypothesis serves as a base from which new lines of investigation branch out in various directions. Through its implications, a hypothesis raises additional questions that need explanations. The explanation proposed by the investigator creates a need for formulating other hypotheses. These, in turn, lead to new investigations and thus to the discovery of additional knowledge. A hypothesis is not advanced as a final statement; it asks to be outdated and surpassed.

Summary. Without a hypothesis, a research worker often wastes time in directionless investigations; if he produces meaningful results it is largely due to chance. Knowledge cannot be advanced appreciably by those who engage in ineffectual fumbling. In research work, a hypothesis is needed to clarify the issues at stake and to crystalize the problem for investigation. However, a hypothesis is not spontaneously created. It can only be established after a thorough analysis of the theoretical and factual background of the problem. Formulating a hypothesis requires imagination and the ability to see relationships. The hypothesis the researcher actually investigates usually is constructed only after he has rejected several trial drafts. Nevertheless, spending energy on this difficult task is time well-invested, for the hypothesis helps the investigator determine what facts to locate, what procedures and methods to employ in conducting the study, and how to organize and present his findings in the conclusion of the study. A hypothesis serves as a powerful beacon that lights the way for the research worker.

DID YOU KNOW . . .

That W. K. Streit, Director of Health and Hygiene for the Cincinnati Public Schools, has been honored by the Royal Society of Health, London, England, by election to the highest grade of elective membership? The Royal Society, founded in 1876, is under the patronage of Her Majesty Queen Elizabeth and the Presidency of the Right Honorable Lord Percy of Newcastle. The English society now includes a world wide membership of leaders in health work. Mr. Streit is a fellow of the American Public Health Association and a fellow and life member of the American School Health Association.

Some Chuckles

Paunchy, middle-aged man, perspiring profusely, to other man in businessmen's gym: "The trouble is I'm not in shape to keep fit.'

Tact is the ability to shut your mouth before somebody else wants to.

The College Physical Education Association

Charles R. Kovacic

THE SIXTIETH ANNUAL meeting of the College Physical Education Association was held in Columbus, Ohio, at the Deshler-Hilton Hotel, December 27, 28, and 29, 1956. There were 195 persons registered as members, and an additional thirty-five attending as guests, for a grand total of 230, or the second largest group ever to attend the annual meeting. From the opening of the Convention by the president, Ernest B. Smith, University of Georgia to its conclusion three days later, the program was filled with interesting, challenging and inspiring sessions.

Among the highlights were the following presentations and discussions: "Some Meanings of American Sport", "Co-education in College Physical Education"; "Immediate Needs in Sports and Exercise vs. Education for Future Needs in Physical Education"; "Graduate Professional Education"—Interpretations and Trends"; "Common Program Elements in the Preparation of Physical Education and Recreation Personnel"; and "Professional Preparation for Recreation Leadership in School and Communities".

Other reports centered around "Increased Enrollment", "Athletics", "Intramural Sports", "Curriculum Development", "Basic Research"; "Foreign Relations", "Outdoor Education and Camping", "Adapted Physical Education", and the "National Facilities Conference". Several sessions were devoted to special reports concerning the several national meetings held recently in the area of Youth Fitness.

All of the general sessions and section meetings were very well attended. Professor Gregory Stone of the Department of Sociology, University of Minnesota, keynoted the Convention with his talk on "Some Meanings of American Sport." It is interesting that in our present day culture, sociologists are attracted to the need for interpreting sport in American society. Professor Stone commented that:

> Sport . . . . cannot be interpreted by the sociologist without reference to the meaning it has for those caught up in it. The place of sport, its personnel and following in America today is not comprehensible either as the capricious outgrowth of men's distinctive physiological make-up, or as merely another product in an unending chain wrought by "social forces" which presumably affect man much as a steel die may be made to fashion the more malleable metals, or as some compromised resultant of cultural and constitutional "vectors." The very notion of meaning can be informed by the sociological study of behavior. Indeed, from the sociological point of view, the meaning of any event is rooted in collective response, in the behavior that gets mobilized around the event.

During his talk Professor Stone suggested six points for consideration by the audience.

> First, sport is meaningful and basically symbolic. Consequently, its analysis must take into account the sport audience. Second, the sport audience on a mass scale has only recently emerged on the American scene, signalling fundamental changes in the larger social organization. Third, the implications of spectatorship are not necessarily negative. It may bring man together at work and friends together in the home. Yet, in the family it may set up tensions in the middle class, set men and women further apart in the working class, or consolidate the households of the wealthy. Fourth, the adolescent development of team loyalties among men is a lasting affair that may have positive consequences for their continued conception of self, while the adult development of team loyalties among women (implicity) may not have had the effect of furthering an antonomous image of self. Fifth, the effects of participation in sport seem to be much the same as spectator conversation. Participation consolidates the households of the middle class and divides the already divided household of the working class. Sixth, contemporary students of sport are troubled by spectatorship because they are more often exposed to it by virtue of their middle class origins.

In closing, Professor Stone suggested

> that "the trouble with 'professional' sports is that they are not professional", . . . and "if we can come to define the training of the athlete as the training of a professional person in fact as well as in name, we will have moved a long way toward the solution of what troubles us."

Another interesting presentation was the address given by the outgoing president, Ernest B. Smith, of the University of Georgia. Professor Smith briefly described the life cycle of the Association in terms of birth, growth, development, and death. He stated that the "College Physical Education Association is in the developmental stage and it will be as strong as we want it to be; it will do for us what we want it to do." President Smith's major comment was that "our years of greatest productivity lie ahead."

The report of the "Function and Structure Committee" seemed to bear out President Smith's comment on productivity. This report was unanimously approved by the membership. The committee clarified and stated Association objectives and functions in a manner which clearly indicated the purposes and responsibilities in connection with the conduct of physical education in institutions of higher education. Consequently, purposes were restated in terms of our modern position in the field. Committees were reduced in number and realigned in terms of President's Committees, Continuing Committees, and Standing Committees.

The nature and type of meetings were re-examined and the recommendation made that general sessions should deal largely with scholarly papers of a scientific and philosophical nature, outstanding research reports and discussions of major issues confronting the Association and the profession. Section meetings would be devoted to areas of primary concern such as: basic instruction program; intramural sports; teacher education; research; and intercollegiate athletics. Another major item was a recommendation for broad participation by the membership in the committee work and convention programs.

Several study projects were established for the coming year. A committee was appointed to study the area of fitness of college youth and another is to develop coordinating ties with President Eisenhower's Council on Fitness. A third is to expand and improve services in the area of adapted physical education, while last project concerns a ten year plan of regional rotation for Association meetings in order to insure meetings in all areas of the country.

New officers and the Executive Council are: Arthur S. Daniels, The Ohio State University, president; John Shaw, Syracuse University, president-elect; Ernest B. Smith, University of Georgia, past-president; Chester O. Jackson, University of Illinois, member-at-large; and Richard E. Jamerson, University of North Carolina, secretary-treasurer.

One of the most successful conventions in recent years came to a close Saturday afternoon, December 29th, when the group toured the new $6,000,000 basketball area and field house at The Ohio State University.

History will be made next year when the annual convention will be on the Pacific Coast, the first time a meeting of this Association has been held further west than St. Louis, Missouri. The meeting will be January 2, 3, and 4, 1958, at the Miramar Hotel, in Santa Monica, California.

Anyone desiring a copy of the convention proceedings, available in June, should order direct from the secretary-treasurer, Dr. Richard E. Jamerson, University of North Carolina, Chapel Hill.

Coeducational Physical Education in the College Service Program

Keith Pitchford

A NUMBER OF PHYSICAL EDUCATORS believe that certain desirable outcomes of physical education may be derived best through coeducational classes. These educators advocate such classes on both the high school and the college levels. They believe that certain of the individual and dual sports activities lend themselves especially well to coed group instruction.

The questions which arise, then, are to what extent do physical educators agree that coeducational physical education service classes are desirable? What are the leading coeducational classes? Who teaches these classes? Is there a trend toward more coeducational physical education? Do students like classes of both boys and girls? Do instructors like to teach them?

Sources of Data

Answers to the above questions were sought through interviewing southern college physical education instructors, through interviewing students in college service programs, and through questionnaire returns from twelve southern colleges and universities in eight states. For the most part, the opinions were obtained from state universities and colleges with student bodies that numbered in the thousands and with instructor groups that numbered proportionately large. Since the sampling was small, however, the data may not be said to present an accurate picture of coeducational physical education in *all* southern colleges and universities.

Opinions

Of the twelve institutions which returned questionnaires, nine agreed that some coeducational classes in physical education were desirable, two firmly opposed such practices, and one had no "required" program as the term was defined on the questionnaire. About three-fourths of the instructors interviewed at a southern physical education conference wanted some coeducational classes in their programs. The ratio of those teachers *for* and *against* coeducational physical education was consistent in both the interview and questionnaire results.

The following were statements made *for* coeducational service classes: "Men and women get along better if they learn to play together." "Social attitudes and practices are taught better when both sexes are represented in classes." "Men and women live together, so why not learn to play together?" "Each learns much about limitations and abilities of the other, and learns to respect these abilities and limitations."

Statements made *against* coeducational physical education classes included the following: "Physical education activities do not lend themselves to co-

educational teaching. Different progressions have to be set up for the female, and students do not keep their minds on their business in coed classes." "We don't believe in coeducational classes." "Boys are hard to control in classes where there are girls."

Folk and square dancing was the activity taught on a coeducational basis by the largest number of institutions and participated in by the greatest number of students. Other activities high on the ladder were golf, social dance, archery, badminton, and tennis. One university reported thirteen coeducational physical education activities, while one reported only one.

In seven institutions both men and women taught these classes. However, two institutions reported that only women taught the coeducational classes in their programs.

In the twelve colleges and universities included in the study, there seemed to be a trend toward coeducational physical education. The oldest coeducational class had been in existence for fifteen years; the youngest, one year.

For the most part, students liked coeducational classes in activities such as dancing, archery, bowling, sailing, and golf. However, a minority of students of both sexes objected to tennis classes. Both men and women liked coeducational activities best when there was about an equal number of each sex in the class.

Generally, teachers who thought that coeducational physical education was desirable liked to teach such classes. Some women teachers complained of not having the respect of the male students, especially in classes composed largely of boys. It appeared that these same teachers got along very well when the classes were better balanced in numbers of boys and girls.

Men who were opposed to coeducational physical education, naturally were opposed to teaching such classes. More men teachers disliked teaching coeducational classes than did women teachers.

Conclusions and Implications

From the information received, it was found that nine institutions had interest in and desire for coeducational physical education. This being true, these institutions will probably send forth high school teachers with a similar philosophy and, in the future, there may be more coeducational physical education at the high school level.

Most of the activities taught were individual and dual in nature; while only a very few team games were taught on a coeducational basis. Dancing led as a coeducational activity, and golf, archery, and others were relatively popular.

There seemed to be a trend toward more coeducational physical education, and this trend seemed to have begun shortly after the end of World War II.

If physical educators believe that many desirable outcomes can be obtained more advantageously through coeducational physical education classes, where the activity can be taught in mixed groups, reports of successful programs of this nature should reach printed form in our journals. This would permit all to share in the experience of pioneers in the field, and more college physical education programs might better enrich the lives of their students. Reports of good coeducational programs would, also, be interesting materials for conventions and work conferences.

A Safety Letter

Dear Parent:

The boys and girls from our primary grades will be studying a unit on traffic safety built around the necessary understandings of safety to and from school. We plan to discuss proper street crossing rules, the traffic light, those who help us toward safety such as policemen, patrol boys, parents, and teachers.

We plan to take an excursion around the school area, working, observing and studying good safety habits. This will necessitate crossing several streets. The children of the classes will be accompanied by their teachers, a supervisor and patrol boys.

We are informing you of this project so that you will be aware of the nature of our plan as well as a method of obtaining your permission for your child to accompany us on the excursion.

We feel that the safety of our children to and from schools is of importance to you as well as to us, making this planned educational experience a worthwhile addition to their study of the threee "R's."

Sincerely yours,
Principal

PERMISSION SLIP

I hereby give permission for my child _____ to take the traffic safety excursion, understanding that teachers and patrol boys will accompany them.

Board of Education
Albany, New York

_____
Parent's Signature

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University School, Ann Arbor, Michigan.

Procedures for the Utilization of Pupil Leaders[1]

TO ASSIST IN CLASS INSTRUCTION. Pupil leaders are used in most schools in one capacity or another and it is considered as a sound educational procedure which provides opportunities for democratic experiences. The method of employing pupils for assistance in class instruction provides leadership opportunities on a high level, and is particularly applicable in small town schools where good leaders can supplement the efforts of the teacher; however, general use in connection with various phases of instruction is desirable.

To demonstrate stunts, skills, etc. Pupil leaders can be responsible for demonstration of various activities to the group in which they are serving as a group leader. The teacher may also depend upon them for class demonstration when necessary if the activity or teaching situation makes pupil demonstration desirable. This procedure will serve as an incentive to good performance on the part of the leaders and will build up the confidence of the class relative to their leadership qualifications.

To lead squads or teams, record results of games or performance records in self-testing or other activities. The possibilities for utilization of pupil leaders in the management of the physical education class vary from simple tasks such as keeping score of a contest, to a supervisory responsibility for the conduct of a game; from routine record-keeping to intensive recording of data on both class and individual performances.

To obtain, set up and return equipment. The practice of using pupil leaders in this manner necessitates provision for orientation of the pupils to the proper use and care of equipment at the beginning of the course. This is highly desirable from the standpoint of safety; it saves time later on and creates a sense of "know how" among students concerning the tools associated with the physical education program.

To safety "spot" various activities in an effort to minimize existing hazards in certain types of activities. The procedure of using well-trained pupil leaders to "spot" the performances of others in such activities as apparatus and tumbling is a method which, when properly employed, can greatly improve the effectiveness of a class situation. The decreased hazards brought about by the presence of trained pupil "spotters" can build confidence in the performers; it can increase the amount of class activity by providing stations for performance in addition to the "spot" held by the teacher. In such a procedure the teacher can spread a supervisory eye over his entire class, have reasonable confidence in its organization, and be available for instruction and evaluation of performance wherever and whenever needed or requested.

To officiate and score competitive games. This rather common function of pupil leaders has merit when so organized that the officiating of a contest carries with it a real responsibility and is accepted by the students as such. Frequently, it is the leaders who play and the followers are deputized to administer a game. Because of their lack of ability in terms of skill and knowledge, many pupils fail in

[1] Lehsten, Nelson: An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School, doctoral dissertation, Indiana University, 1953, p. 205-209.

officiating capacities and it becomes a distasteful experience wished on someone else. The role of officiating contests possesses numerous leadership opportunities and should be developed as a phase of leadership experience that is highly beneficial for those qualified for such an assignment.

To act as a monitor. Pupil leaders are often utilized as clerks, assistants, or attendants in a monitorial capacity as individuals with limited authority Such a practice provides for leadership training in the execution of the responsibilities involved with such pupil assignments; it facilitates the handling of many details of class organization and routines, and thus enables the teacher to redirect his efforts upon other factors which he must necessarily face within his province and cannot be delegated to students.

To mark fields, police play areas for stray equipment, and keep supplies ready for use. In the conduct of the activity program there are many services which pupils can render that grow out of the need for the designation of play area limits and boundaries. Responsibility for the availability of equipment and supplies at various teaching stations at the proper time and the return of same at the end of the activity period is a phase of leadership activity which requires the qualities of dependability and promptness on the part of the pupil leader and which contributes a great deal to the efficiency of the class in terms of the activity or activities being conducted.

To use pupil leaders as a representative group in program planning. This procedure arouses a keen sense of responsibility on the part of the pupil leaders for their physical education program; it stimulates creative thinking on their part, and it provides an approach to problems of the class through committee procedure conducted on a democratic basis.

If pupil leaders are part of the same age group and class, care must be taken to avoid a situation whereby they are so busy serving as leaders that they have no time to participate in any other class activities. This would seem to suggest either using pupil leaders who are already skillful in the activities taught, or more frequent selection of new leaders.

Physical Fitness

Sally Massey

We have recently been witness
To a plea for a program of nationwide physical fitness.
Now, it is my opinion that Americans, as a group, do not care one whit
About keeping "fit."
We've heard fitness defined in a number of ways.
We've been told that it pays
To begin the program, as some have honestly tried to do,
In the public schools,
But I think we'd be fools
If we didn't attempt to educate the parents too.
Who knows———

With the parents indoctrinated
And the children thoroughly educated
To the fitness point of view,
Eventually we may be giving
Incentive toward active, healthful, joyous living
To a nation of inveterate sitters who enjoy themselves tremendously whenever they have nothing particular to do.
However, the general picture shows
That selling to the public at large a mass of physical fitness lore
Will be—this is my point of view—a sizeable chore
Because no one appears quite so crazy
To one who is mentally complacent and physically lazy
As the individual who always has something that he enjoys doing
In preference to sitting, or to sitting and viewing TV.
Do you see?

Don't you think that, in spite of do-it-yourself outbursts, most people are really afraid
To be caught enjoying anything that isn't neatly packaged and ready-made?
As long as homes are homes and classes educational tools,
Children will absorb what they learn at home in preference to what they learn in schools.
My plea for solid, long-lasting results
Is: educate the adults.
Now———
How?

Some Aspects of Physical Activity in South Africa

John T. Powell

THE CHARACTER OF a country's people is shown in its physical education.

This is evident in South Africa, where, with the splendid climate a high percentage of its population takes regular exercise, through school, university and after in the numerous clubs devoted to one or more sports.

South Africa's school physical education system, for system it is, is an eclectic one. It has chosen from the world's methods those which appear to suit it, and through which it can best develop vigorous and funful activities enjoyed by all.

To give a clearer picture, and one for comparison, here are the school attending ages and standards.

1. Kindergarten and Sub-standards (a) and (b) — 5-7 years of age.
2. Primary School. Standards 1, 2, 3, 4, 5 — 8-12 years of age.
3. Secondary School. Standards 6, 7 —13-14 years of age.
4. High School. Standards 8, 9, 10 —15-18 years of age.

Often primary, secondary and high schools are one school and invariably the secondary and high schools are together, these are only terms of differentiation of seniority.

Schools are *NOT* co-educational after the age of seven. Those of us who teach physical education are not satisfied with the blending of every programme of activities, but we are, in our teacher Education Colleges and Universities, striving to improve the content of the work and particularly, prepare better teachers.

No person who qualifies in physical education is considered a specialist in any one activity. It is fair to say that in training to be a physical educationist (and this includes recreationist and health educator) one has to partake of *EVERY* subject in the curriculum. From University professor to the newly qualified teacher all are "Jack of all trades" and master of many!

Generally, in school physical education, there are far too few gymnasia. It is necessary to work indoors on apparatus for the acquisition of important basic strength (learned through agilities, climbing, heaving, and dexterity movements) apparatus skills, and for general symmetrical rhythmic movements. Skills are taught in the physical education periods, but general "massive" movements for the whole body are stressed.

Formality is going, by that is meant straight lines and formal exercises (calisthenics), but discipline is instilled and expected, for by this means much more work is done. A warm-up of seven minutes including lateral, abdominal, dorsal, heave, leg, arm, shoulder, balance, flexibility, mobility, quickness, partner work and a minor (non-organizational) game is included. This precedes the group system of work done for the major part of the lesson, which is followed by class games.

Great freedom is given to teachers to work within the various syllabli. These are:

Junior Book I.—junior schools, boys and girls under 10.

Senior Syllabus—book I. men and boys over 10.

Senior Syllabus—book II. games and sports, men and boys.

Senior Syllabus—book III. women and girls, over 10.

Various professional physical education committees are constantly revising the manuals which are incredibly cheaply priced, and published by the National Advisory Council for Physical Education. These books are a wonderful help, and each is a complete guide even for experienced teachers.

As a rule, both indoors and out (and it is necessary to work indoors often because of the heat, the dust, or the rain) boys usually wear only shorts. Gym shoes are rarely worn.

In boys schools two formal physical education periods, of 35 minutes working time, are enjoyed each week and, depending whether the school is a

Mr. Powell, a member of the staff of Rhodes University, is an instructor in physical education and track coach there.

A happy group of 1st year students taking Physical Education at Rhodes University, 1956.

one session or a two session working school, more, or less time is given to afternoon games. Excluding the kindergarten and sub-standard levels, each school has games each afternoon for *ALL* pupils.

No credits or grades are given for physical education, and everyone, not medically excused, is required to participate. There are very few excuses.

I am not qualified to tell of women's work, but I have a great admiration for it. It includes a host of varied activities, modern dance has its part, much medau ball work is done, games and competition also play their parts. Their programmes are not restricted to a few activities. The girls dress sensibly and, I believe, enjoy a sound physical education.

South Africa's sport is personal, it is played and rarely watched, except at a Provincial or National level. As many as 5 matches take place, in the rugby season, one game after the other, on one sparsely grassed field. Many schools play 15 of their teams every Saturday afternoon, and in my own village, as many as 14 major playing fields are covered with moving, active youngsters at any one time. This does not include the other clubs and their facilities. There are eight Universities in South Africa, and five of these cater for physical education as an academic subject, counting as a major to a degree, usually in the Arts. There are also five training Colleges—either for men or women—offering diplomas of teaching in physical education.

My own University, Rhodes, is the only one conducting courses in the English medium, the others; Pretoria, Stellenbosch, Potchefstroom and the University of the Orange Free State teach in Afrikaans. Each language is the official language of South Africa.

No scholarships exist in the South African Physical Education scene, there is very little professionalism in sport (tennis and golf are the exceptions) and there are *NO* professional coaches employed in Schools or Universities. There is *NO* professional National Coach in any sport in South Africa.

Most people play games. Every "dorp" (village) has its tennis club, its shooting club and its lawn bowling club. The general standard of tennis played is high, and inter-club matches (between all grades of teams) keenly contested weekly.

There is also a splendid standard of dress noted in all sports, white is tennis's colour, each game has its uniform, and club blazers, ties, hat-bands and pocket crests are proudly displayed.

Golf is another well-supported sport, whilst outdoor swimming is very popular, in the season, at all age levels. Field hockey is played by both men and women. Since 1948 through a first-rate scheme of club coaching, the women have raised their game to the epitome of excellence internationally. This was proved when they became unofficial "World Champions" (a term they do not like) in a field of 13 nationalities, in Australia in 1956. Incidentally, each girl representing South Africa paid her own fare and expenses to and from Australia.

For men and boys the major games of Cricket and Rugby hold sway nationally; although Association Football is making justified strides towards better recognition. South Africa's Cricket teams have been praised highly for their quickness in the field and their brilliant fielding of the ball, and because of this factor, plus enterprising and imaginative batting and bowling, national teams have

Some of the equipment used in the Physical Education Department at Rhodes University.

in the past four years, more than held their own with both Australia and England.

But South Africans are most proud of Rugby Football. Only at toward the end of 1956 did they lose their 53 years old international record (to New Zealand) of no defeats in all those years. England, Ireland, Scotland, Wales, Australia, New Zealand and South Africa are the big Rugby Union powers, and international tours, comprising 34 matches, are played on these trips. As a rule 30 players are taken, 15 play each match.

On the 1956 Tour of Australia (in which South Africa lost no match) and New Zealand, 17 injuries were sustained early in the series. As there are no substitutes in the game of 40 minutes each way, the seriousness of those losses can be estimated.

The game is mobile, develops as it is played. It is estimated the "forwards" run, on the average, 8 miles each match, and the "backs" sprint (in burst) about 3½ miles each game. Tackling the man with the ball only is allowed, and is severe, especially on the hard sun-baked grassless ground—as no padding is used. The South African enjoys track and field athletics for both men and women, and this sport is gradually growing in popularity and prestige.

It is true to say sports played in South Africa are robust and played hard. It has taken many years to get basketball established because the men appeared to want games of body contact. Boxing has one of its strongholds in South Africa and in wrestling the National team of 6 brought home 6 gold medals in competition at the last Empire Games.

There are reasons for this "hardness." The people are big and strong and the majority are from farming stock. Distances to be travelled are great, so that when teams meet they get the most out of their encounters by playing, sometimes twice in the day, if over a week-end, when short tourneys are held. If it is track, then an individual enters many events to make the trip worthwhile. Hockey games are often two in the day, and this is particularly severe when University, Provincial and National Tournaments take place. Teams then assemble for a week. Each team plays the other, they play twice a day, sometimes even three times—and this at a select level! *This demands hard training so that it can be applied to hard playing.*

Fields and playing surfaces, for all the games, vary a great deal and demand greater dexterity and adjustment of players. We play hard and we play for fun, truly the result matters little though we all strive, and wish to win, within the rules. The climate is good, and one can usually play for a longer period of time in sunshine than in cold. Our games and sports thus demand stamina and are rugged—often because of the conditions under which they are played.

The physical educationist then has much of which to be proud. Through the basics learned under him (or her) the South African child has not only learned the skills and the techniques of the games played throughout school and later life, but has acquired a fitness to play.

Full activity by all, for all the time, is the aim of every teacher of physical education in every lesson taught.

The South African system, by no means faultless, is aiming to meet the needs of its peoples. It pro-

The author with four of his athletes sent to the 1956 South African National Track and Field Championships

vides a sound basis of progressively hard work throughout school years, enabling all who participate in its programmes (through a grounding of strength, mobility, skill acquisition and knowledge of various games), to carry on personal fitness through joining clubs. These range from Badminton to Jukskei, from Baseball to Table Tennis, Folk Dancing to Squash Racquets, Angling to Archery to Rugby, Netball, Basketball, Gymnastics, Track, Cricket, Soccer and Hockey.

A person has to be fit to take part in South African played sport.

Educational Family, Radio, Movies, Accepts TV

S. Picariello

THE AVERAGE AMERICAN TV fan dials his set so many times to numerous stations from the early hours of the morn till midnight, it's a wonder he isn't dizzy. However, today he is enlightened to the educational worth of TV.

Comments on TV, naturally, are both favorable and unfavorable, as it was years back with radio and movies. Moreover, everyone knows that TV is changing the American way of life and living.

Many of these "Sit-watchers" ask themselves good questions: "Is TV harmful?" "Am I spending too much time watching TV?" "Do I neglect my health, family, friends, work?" What are the answers?

TV has its merits and has become a competent educator. In an article which appeared in the U. S. News & World Report, a very comprehensive story written on "What TV Is Doing To America" gave the answers to the effects that TV had on adults, children, education, farm and city life, health, politics, religion and sports. TV has "come of age" and joined radio and movies as an educational medium.

Another study made by the Purdue Opinion Poll, published June, 1954, by the National Association of Educational Broadcasters, Urbana, Ill., showed the changes in TV programs from 1951 to 1954. The report investigated 11 items, showing the increases or decreases in the various fields of entertainment and information. There was no doubt of it but TV had made the educational family.

The publication answered the questions by the following facts:

"All set users averaged 4½ hours per day viewing TV. Women watched TV more than men. Children watched TV less than adults in the average home. People of low income, education, job status in general, spent more time in front of TV sets, than those with a higher income and education."

Nevertheless the secret of success of TV is its pattern of keeping the public informed. Individuals are aided by programs which are ethical, educational and worthwhile. No doubt a few programs fail in this aim.

Competition among people to gain economic stability makes it impossible for many of them to take time-out for educational refresher courses. TV is their answer. It has assisted these individuals by pioneering educational programs which have opened new fields to these people.

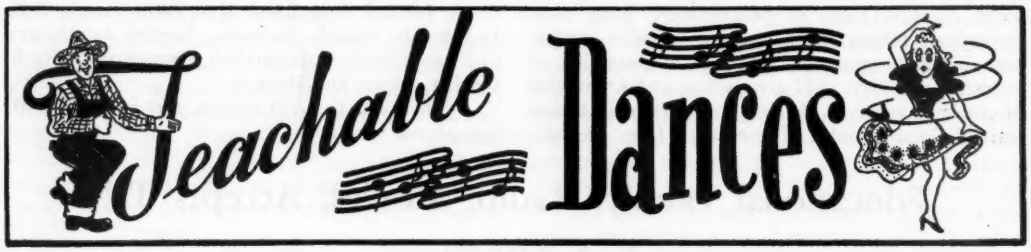
New York University conducted an experiment which was made possible by a grant of $52,359 from the Ford Foundation, to teach composition and English literature through a closed television circuit. This educational program will accommodate the usual classroom of twenty-five or fifty students and reach millions who are unable to attend classes.

TV also overcomes the lack of competent authorities needed in the teaching field. One well trained teacher may lecture successfully on his speciality to his class as well as to his vast TV audience. Such programs enables TV students to gain much, for they are not limited to just one instructor were they in class, but are given the advantage of hearing and viewing numerous qualified professors.

HOW DID YOU PLAY?

How did you play when the game was on,
When the odds were great and hope was gone?
When the enemy team, with aim so true
Was dragging the victory away from you?
When strength and speed and endurance quit,
Did honor keep pace with determined grit?
Did you keep the faith with the rules of the game?
Did you play up square without fear or shame?
Did your smile of cheer make the team your friend?
As you fought it through to the bitter end?
Did your self-respect rise a notch or two?
Are you a bigger man now the game is through?

—William Ralph Laporte



Edited by Harry Grabner

The guest caller for this issue is Dr. Colleen Bennett, assistant professor of physical education at Northwestern State College, Natchitoches, Louisiana. Along with a few theory and activity classes, she teaches all rhythmic activities including folk, square, ballroom, modern and tap dance. She directs the modern dance club, assists in sponsoring ballroom dances for the Women's Recreation Association and calls square dances for various groups on the campus.

Dr. Bennett received her first training in calling square dances in Texas and was, thusly, influenced by the Western style using "patter" or "chatter" calls. She has had experience calling for all age groups in schools, colleges, recreation departments and private clubs.

The dances presented in this section have been taught to all age groups. Because they are simple and fun to do, they are popular with dancers and callers.

Tennessee Mixer

Adapted from a dance taught by CATHERINE ALLEN
Music: Golden Slippers, Little Brown Jug or any slow square dance record
Formation: Double circle, partners facing about 6-8 feet apart
Call: Prompt
Directions: "Honor your partner"
Take four short steps forward, nod and return to place
"Right hands round"
Join right hand, elbows bent so forearms touch, walk around four steps and return to place
"Left hands round"
Join left hands, elbows bent, walk around and return to place
"Both hands round"
Join both hands elbows bent, walk around and return to place
"Do-si-do"
Fold arms across chest and revolve around partner passing by right shoulders and returning backwards by left shoulders.
"Go to left and honor new partner"
Walk to new partner who is the next person on your left. (diagonally across so each boy honors the next girl on his left) Nod and return to place
The dance is repeated with the new partner and partners continue to change after the "do-si-do."

Tantoli

Adapted from the original Norwegian dance
Music: Victor 45-6183
Formation: Double circle, lady on right of partner in open social dance position; man's right arm around lady's waist, lady's left hand resting on man's right shoulder; outside hands on hips.
Directions: Both partners begin with the left foot.

Meas.	
1	Tilt body slightly backward and place left heel forward on the floor with toe pointing up. Tilt body slightly forward and place left toe backward on the floor.
2	Step, close, step (left, right, left)
3– 4	Repeat beginning with the right foot.
5– 8	Repeat all.
9–12	Eight step-hops forward beginning left. For more advanced dancers, step-hops may be done turning in closed social dance position or shoulder-waist position.
13–16	Eight step-hops forward (for men) and in place (for women) as the men leave their partners and take the lady in front of them as their new partner.

The dance is repeated as many times as desired or until the original partner is found.

Dip and Dive

As called by Anna Lee Manson
Music: Any good square dance record.
Formation: Four couple square.
Call: "Patter."
Directions:
Introduction
Honor your partner and the lady on your left
All join hands and dance to the middle
Back to the wall and how are you all
Dance to the middle and back to the wall
Swing your honey and promenade all.
Figure
First couple out to the couple on the right
And circle half around

Now dip and dive—inside high and outside low
(Couple two makes an arch with hands joined high and couples one, two and four are in a line. Couple one ducks under arch made by couple two.)
Dip and dive and away you go
(Couple one makes an arch as couple four goes under)
Dip and dive across that track
Dip and dive coming back
(Each couple alternates over and under until couple one returns to original place. When each couple reaches the end or in the place of two and four, they turn around twirling the lady over to the gent's right side)
Now on to the next, circle half and dive
On to the next, circle half
Dip and dive—inside high and outside low
(Couples one, four and two are in a line again)
Dip and dive and away you go
Dip and dive across that track
Dip and dive coming back
Now home you go and everybody swing

Fill-in

Allemande left with your left hand
Right to your partner with a right and left grand
You meet ol' Sal and you meet ol' Sue
And you promenade the gal that's stuck on you and Promenade

Figure

Second couple out to the right—repeat figure three more times until each couple has been the leading couple. The fill-in may be changed or repeated each time to suit the caller.

Pistol Packing Mama

Adapted from the square dance "Divide the Circle"
As called by Raymond Smith
Music: Imperial 1106
Formation: 4 couple square
Call: Singing
Directions:

Allemande left your corner girl
Sashay round your own
Go back and swing your corner girl
And promenade her home.
All Sing:
"Lay that pistol down, babe
Lay that pistol down
Pistol packing Mama
Lay that pistol down!"

Figure

First and third, you give a little swing
(Gents one and three swing their partners)
Go forward to and fro
(Couples one and three walk to the center, nod and go back to places)
Now, forward up, and pass right through
To the opposite side you go
(Couples one and three exchange places in the set by each couple advancing and passing through the opposite couple. The ladies pass left shoulder to left shoulder; the men pass right shoulder by right shoulder of the lady they face.)
Separate, go round the outside
(Each lady turns right and the men turn left, walking around the outside of the set to their home positions)
And when you meet your own
You give your little girl a pretty little whirl
And swing her right back home.

The dance is repeated by calling second and fourth couples:

"Second and fourth, you give a little swing, etc."

(This dance is unique in that you dance each time with a new corner and you never "forward up and pass right through" with your original partner.)

Circle Waltz Mixer

Adapted from a dance described by Olga Kulbitsky
Music: Folkraft 1046 B
Formation: Single circle of couples facing the center. The man is on the left of his partner.
Directions: All join hands; man begins on left foot and women on right

Measure	Figure I
1– 2	Balance forward and backward
3– 4	Two waltz steps; man does them in place while the left-hand lady advances one place counterclockwise, making a right turn as she waltzes. (The men pass their left-hand lady across in front to rejoin the circle on their right sides)
5–16	Repeat entire pattern three more times. Finish facing new partner with man's right hand joined with lady's left.
	Figure II
1– 2	Two balance steps, beginning with man's left foot and lady's right foot. Turn slightly back to back as arms swing forward then face to face as arms swing back.
3– 8	Repeat six times. Finish in closed social dance position.
9–10	Two step-draw steps toward center of circle
11–12	Two step-draw steps away from center of circle
13–16	Four waltz steps counterclockwise around circle. (Advanced dancers may turn clockwise as they advance counterclockwise with their waltz steps.) Finish in a single circle with lady on partner's right side; all hands joined ready to repeat the entire dance.

MY PRETTY GIRL

Originator: Unknown
Music: Windsor 7412, "My Pretty Girl."

Opener:

Honor your partner, honor your corner; then you circle left, you circle round and round.

Allemande left with the ol' left hand, a right to your honey and a right and left grand.

A grand old right and left around the town—
You do-so-do when you meet your honey, and then you promenade her—promenade around
And when you're home you swing your lady; oh, you swing your pretty baby She's the gal that you adore . . . . . .

Figure:

Head couples promenade around the outside,
Around the outside of that ring (back to home position.)

Head ladies chain. . . . Down the center; and then you chain them back again

Head ladies chain right, your right hand couples; and you chain them back again

Head ladies chain left, your left hand couples; and you chain them back again .

Break:

And now it's all around your left hand lady; oh, my, what a baby
See-saw your pretty little taw, cutest little pal you ever did saw
Now allemande left with the old left hand, a right to your honey and a right and left grand
When you meet your partners, all eight swing
Hold her tight and swing and whirl, go round and round with the pretty little girl
Then promenade . . . go round the floor
And when you're home you swing some more
You swing your pretty baby—She's the gal that you adore.
Repeat figure with side couples working
Repeat break
Repeat figure with all four couples promenading around the set, head ladies chain across the set and back, side ladies chain across set and back, and all four ladies grand chain across set and back
Repeat break for the closer.

How to Warm the Bench

WHEN MY ENGLISH TEACHER asked me to write an essay, I was stuck for a subject. So I dug into my English handbook for inspiration. It said: "Choose a topic on which you're well versed."

That struck a bell. If there's one subject on which I'm well versed, it's how to ride the bench. My qualifications speak for themselves: During the past two years, I have spent approximately 85 hours sitting on the bench, while my luckier chums have been giving their all for the dear old alma mater.

Well, so much for the preliminaries. Now let me expand a little on the actual art. To be able to sit on the bench properly, you must have the following qualifications:

1. You must have practically no talent. And if you do, you must be careful to keep it hidden or you might have the awful experience of having the coach put you in.
2. You must have highly developed hind quarters; for, in this art, that's the part of you that takes the wear and tear (plus the numerous splinters).
3. Last, but not least, you must have a highly trained voice, for it's the duty of the bench to aid the cheerleaders in spurring the team on to great heights.

If, after carefully examining yourself, you find that you possess these qualifications, you have a good chance of becoming at least an average benchwarmer.

I shall now elaborate on how to assure yourself of a permanent place on the bench.

You must constantly be on guard against showing any improvement during practice. If you do, the coach will surely try to develop you into something resembling a ball player. This is what all benchwarmers have nightmares about.

Next, it will aid your cause immensely if you can somehow disgust the coach or arouse his ill will against you.

Here are some of the trade secrets for accomplishing this not too difficult feat. As these are of a highly secretive nature, I'll leave it to your discretion not to betray them to any outsider.

One very successful method is to let the coach catch you breaking training rules. This will either get you kicked off the team or sat down on the bench for quite a period of time.

If for some reason this fails, another good one is to never pay attention to what the coach is saying.

The last, but one of the most effective means, is that of playing dumb; that is, wearing a look of complete ignorance on your face which belies the fact that you have an ounce of brains.

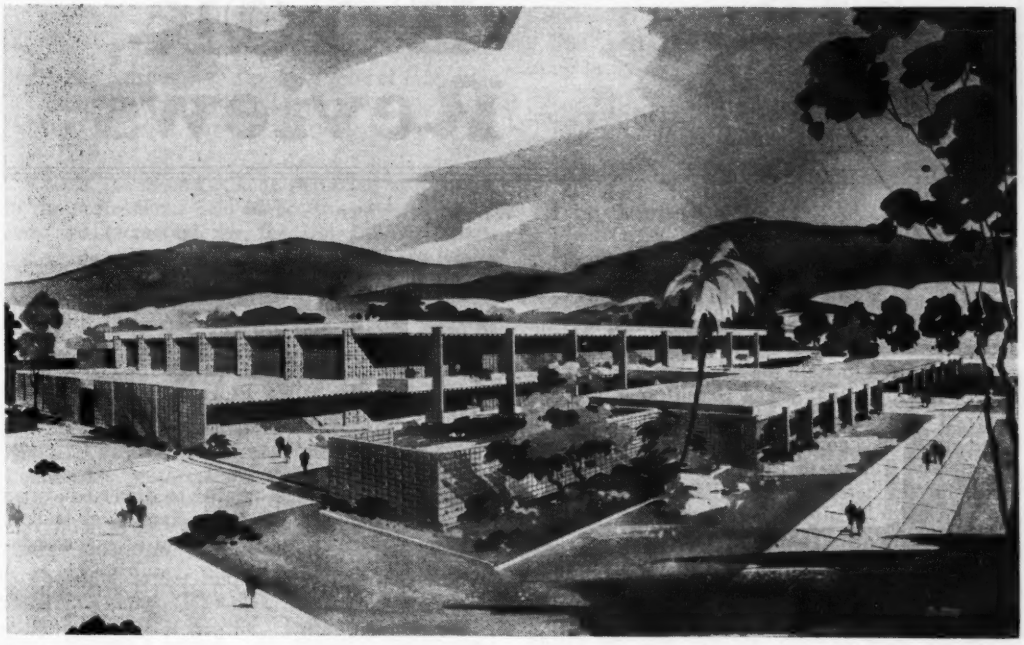
One must not get the idea that a benchwarmer's life is not an enjoyable one. There comes a time during the half-time period or the pre-game warmups when the boys of the bench are allowed to exhibit their meager talents. This is done mainly to assure the public that they have some reason for wearing the school uniforms, and are not just charity cases.

This, plus the excellent food which they so joyously consume at the expense of the athletic department and the fact that just being on the team tends to impress the opposite sex, makes life most enjoyable for the benchwarmer.

All in all, I can think of just one thing more enjoyable than warming the bench and that is NOT warming the bench!

Anonymous.

A Modern Plant



PRELIMINARY PLANS for a $1,800,000 physical education building, including a gymnasium, have been approved for Santa Barbara College of the University of California. This will be the eighth permanent building scheduled for construction on the new campus-by-the-sea. The estimated completion date for the building is the summer of 1958.

The outstanding feature of the structure is a large gymnasium seating 3,900 persons for spectator sports, using roll-away type bleachers. The gym floor will provide a clear space of 65 by 128 feet with bleachers in place. With seats folded, the gym floor will measure 106 by 192 feet.

Designed by Pereira and Luckman of Los Angeles, the plan provides multiple use of space throughout the two-story structure, containing 75,000 square feet. The main access to the building will be flanked by departmental and faculty offices for both the men's and women's physical education departments. The main portion of the building contains the gymnasium, activity areas, equipment storage and dressing rooms. A separate unit contains corrective studios and dance laboratory.

Because of the increased need for physical education indoor facilities at this growing college, the present temporary gymnasium and other military type buildings left from the Marine Air Base days will remain in use. Plans do not include immediate replacement of the present Olympic size swimming pool.

Conventions

Plan now to attend the one nearest you; participate and grow professionally.

March 27-29

Midwest District Convention, Hotel Statler, Detroit, Mich.

April 1-6

Southern District Convention, Battery Park and George Vanderbilt Hotels, Asheville, N. C.

April 7-11

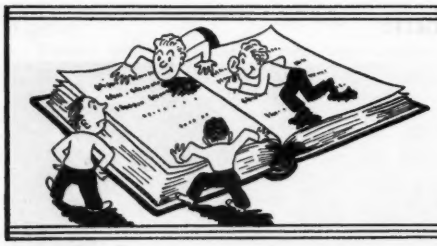
Eastern District Convention, Hotel Statler, N. Y. C.

April 10-13

Central District Convention, Hotel Jefferson, St. Louis, Mo.

April 24-27

Northwest District Convention, Great Falls, Mont.



BOOK Reviews

Edited by K. W. Bookwalter

ANDERSON, C. L., *School Health Practice,* St. Louis, Mo., C. V. Mosby Co., 1956, 560 pp., $4.75.

This book, prepared as a college text, takes the over-all point of view of the school health program and was written to state the *what*, the *how*, and the *why* of the functional school health program. It is designed to be a self-contained textbook, and is based upon the knowledge of successful educators, an extensive survey of experience and thought of successful teachers, and consultation with college and university faculty members who are teaching health education.

The theme, "preparation of every youngster to make the necessary decisions relating to health," is the basis for this book. Many old and new guides are listed to help teachers help the young people achieve this goal.

JOSEPH ERRINGTON.

BARUCH, DOROTHY W., *New Ways in Discipline,* New York, McGraw Hill Book Co., Inc., 1949, 280 pp., $4.00.

This book is designed for the parent and teacher and attempts to give each a common ground where child discipline is concerned. Parents are often confused by discipline, making it an extreme "either or" condition, the spoiled or the dispirited child. Dr. Baruch suggests that knowing the underlying reasons for a child's behaviour, making the child know how the parent and the teacher feel toward him, allowing the child to let off steam, and channelling of fears and insecurity and anger into other emotions and activities, offer some reasonable solution to the discipline problems of the parent and teacher.

JOSEPH ERRINGTON.

BRODY, LEON, AND STACK, HERBERT J., editors, *Highway Safety and Driver Education,* Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1954, pp. 464, $5.00.

This book was designed for the teacher preparation program, and also serves as a resource book for the practicing teacher who is concerned with traffic safety.

The book is the result of the collected knowledge and experiences of the leaders in the field, and is based, where possible, upon research or other authoritative publications.

There are five parts to this book: Traffic problems and Traffic Safety Programs; Materials and Methods for Practice Driving; Organization and Administration of Driver Education; Extending Driver Education.

This is the first book related to driver education and safety designed for the college level student and has a place in any institution of higher education.

JOSEPH ERRINGTON.

DONALDSON, GEORGE W., *School Camping,* New York, Association Press, 1952, 140 pp., $2.25.

This small volume goes beyond an outline of suggested activities to consider some of the important aspects of educational philosophy, social understanding and human development as related to school camping. This volume should be helpful to any teacher and give greater insight into a good school camp.

The author believes that school camping should be one of the important aspects of a young person's training providing opportunities for social growth seldom equaled in the regular school program.

JOSEPH ERRINGTON.

FLORIO, A. E., AND STAFFORD, G. T., *Safety Education,* New York, McGraw-Hill Book Company, Inc., 1956, 327 pp., $5.50.

This book is designed for use as a teacher preparation text in safety education. It serves as a source of up-to-date information for the prospective teacher, suggesting principles and practices, and gives materials for use in the various areas of the safety education program.

Part One, The Scope and Methods gives the need, the psychological background and discusses planning, methods and liability.

Part Two, The Areas of Safety, is a detailed discussion of eight of these same detailed Learning

Experiences at the end of each chapter which add to the effectiveness of this text.

JOSEPH ERRINGTON.

Index and Abstracts of Foreign Physical Education Literature, Phi Epsilon Kappa Fraternity, 3747 North Linwood Avenue, Indianapolis, Ind., Vol. 2, 1956, 89 pp.

This is the second volume published as a service to the professional field of health, physical education and recreation, by the Phi Epsilon Kappa fraternity. The national office of the fraternity serves as the clearing house for the literature and the abstracts are prepared by volunteers. The same office has complete English translations listed in the volume, of many such articles which are available on loan.

The articles abstracted deal with the following general subjects: Recreation; Rehabilitation, Correctives, Posture; Athletics; History, Principles, Philosophy, Methods and Curriculum; Physiology of Exercise and Physical Fitness; General articles; and Listing of Complete English Translations of foreign literature.

The publications number 179 and are from 36 different countries.

JOSEPH ERRINGTON.

LARSON, JOHN C., ET AL., *The Human Element In Industrial Accident Prevention,* New York; Center for Safety Education Division, Division of General Education, New York University, 1955, 114 pp., $2.00.

This book contains summaries of five hundred studies related to safety in industry. It is an attempt to report, analyze and interpret these studies in light of the human factors in industrial safety, as opposed to engineering considerations.

The classes of studies are Hiring Procedures and Safety, and Postemployment Practices and Safety. Within these, there are such areas as psychophysical characteristics, medical and physical aspects, training programs and accident prevention, and predicting accidents. Each includes a synopsis and the research summary.

JOSEPH ERRINGTON.

LEDLIE, JOHN A., ed., *Handbook of Trail Campcraft,* New York, Association Press, 1954, 187 pp., $4.95.

This book was prepared by the National Campcraft Commission of the Young Men's Christian Association. It is not a technical approach to campcraft, but rather that of an educator. It is a step-by-step "learning by doing" approach, considering such things as: basic equipment needs, tools and shelters, direction finding, canoe trips, winter camping, fire building and cooking, health and safety, leader training and hiking know-how.

The "units of experience" considered have been camp tested in Y.M.C.A. camps across the country and grew from the needs and experiences of camp leaders across the United States. This book was prepared with the cooperation of many camping experts and educators.

JOSEPH ERRINGTON.

LINN, HENRY H.; HELM, LESLIE C.; AND GRABARKIEWICZ, K. P., *The School Custodian's Housekeeping Handbook,* New York, Bureau of Publications, Teachers College, Columbia University, 1948, 256 pp., $3.75.

This book considers the custodian's job in full detail. While considering the technical aspects of the job in greatest detail, the educational contributions of the custodian are not overlooked.

The first section, "Responsibilities of School Building Service Employees," considers the custodian and his relationship to specific aspects of the school program, safety, health, standards of neatness and cleanliness, better teaching and learning, creating good will, and the like.

The second section, "Employee Relationships with Pupils, Teachers, Principal and the Public" deals with the public relations aspect of the custodians responsibilities. Thereafter, the book becomes very technical and detailed.

This book should be read by all administrators, health education, safety, and physical education teachers in order to gain insight into the problems, responsibilities, and methods of operation of the custodian.

JOSEPH ERRINGTON.

Oberteuffer, Delbert, *Physical Education,* New York, Harper and Brothers, Second Edition 1956, 479 pp., $5.00.

This book deals with principles, origins, and suggestions for program development in a democratic society. It is a revision of an earlier book (1951) with greater depth and several new chapters (Evaluation, Curriculum Experimentation, Ethical and Moral Values). The author is more concerned with the broad curriculum of physical education for all youth than with the programs of competitive athletics for a few skilled players.

An important text book for all students of physical education, this book also considers values which will serve teachers and future teachers as a framework for thought and application in physical education programs.

Joseph Errington

Recent ARTICLES

Edited by K. W. Bookwalter

Articles on Fitness, *Journal of Health, Physical Education, and Recreation,* 27, 6: 8-42, 75, 76, September, 1956.

This issue of the *Journal* is devoted to articles on Fitness. An announcement tells of action following the President's Conference. On Fitness of American Youth, in June, 1956, President Eisenhower issued an Executive Order establishing the President's Council on Youth Fitness (appointing Shane MacCarthy Executive Director).

In "Exercise Can Keep Us Fit", Jean Mayer indicates that physical fitness does not improve as the child grows up. Increase of incidence of signs of poor muscular strength occurs at middle age. "If we want to develop and insure fitness, we must start early and continue to work at it throughout life".

C. H. McCloy states that the aspects of physical fitness are: heredity of normal vital organs, good health, good hygienic habits, normal functioning of the neuro-muscular systems, endurance, and bodily flexibility.

Marion Broer summarizes research on various aspects of physical fitness. She concludes, "it seems obvious that a varied program will be necessary if all-round fitness is the goal."

Laurence Morehouse discusses "American Living —A Threat to Fitness." Other articles include: "Concepts of Health and Fitness Today" by Leonard A. Scheele, M.D.; "Recreation's Role in Total Fitness," by Howard Danford; "Body Types and Physical Fitness" by Carl Willgoose; "National YMCA Fitness Programs" by Harold Friermood; and "Man Power and Rehabilitation," by Arthur Daniels.

Also given are statements of basic issues of fitness by teachers and reviews of state fitness activities. Throughout the entire issue one is impressed by the needs for total fitness today, the aspects of total fitness and the ways to achieve fitness.

CAROLYN BOOKWALTER.

AUSTIN, JOHN M., "Rating Sheet for Practice Performance", *Athletic Journal,* 37, 1: 54, 96, September, 1956.

A rating sheet for daily evaluation is suggested to retain and develop team morale, to assist in the selection of the starting team, to curtail parental criticism, and to increase the quality of performance in football. Seven items are suggested: calisthenics, drills, blocking, tackling, willingness to learn, teamwork, and attitude. Such sheets could be marked by the entire coaching staff. This would give the head coach a better idea of the participation of each player. A grading system similar to the academic system could be used so that the player will understand the mark or rating.

HOWARD R. NIXON.

BUCHER, CHARLES D., "You Still Need Exercise", *Today's Health,* 34: 24-25, 56-59, December, 1956.

The physical activities of modern men and women are limited. Those who are active to any degree, tend to limit their activity to the summers, many or the others feeling that exercise is for the younger people and is contraindicated for them. However medical science has proved this concept to be wrong and is urging the public to participate in more physical activities. Exercise has been shown to help the body functions, and does not, as an example, damage a normal heart, but has a protective effect against heart disease.

Further, exercise contributes to improved mental health. With mental illness being the biggest health problem today, exercise might be a step in preventing the problem from becoming worse.

Exercise promotes many physical, social and mental benefits if discretely used. Caution, in terms of the extreme or sudden participation in exercise, is advised.

JOSEPH ERRINGTON.

EDITORIAL, "Here's How To Do It," *Public Safety,* 49: 10-11, 36, Special Issue, 1956.

This article outlines the responsibilities of each person in the *Back the Attack* driving safety program.

The local over-all *Back the Attack* program is described in its organization, from the general chairman to the guiding committee who define the goals and means of attaining these goals—use of the newspaper releases and stories, use of the radio and television interview and features, and use of the different types of people which make up the community; city and county administrators, school officials and students, police, street and highway officials, the

clergy, business service and fraternal groups, farm groups and the like.

This article leaves no doubt as to each person's responsibility where this worthwhile program is concerned.

JOSEPH ERRINGTON.

GIESE, WARREN K., "Conditioning A Football Team," *Athletic Journal,* 37; 1, 6-7, 84-89, September, 1956.

This article approaches the problem of conditioning a football team by considering four phases of training, conditioning through physical activity, diet, good health habits, and proper mental orientation.

Conditioning through physical activity is broken down into pre-season and in-season training, many good ideas and practices being brought out. The author feels that intelligent application of the principles of nutrition provides best results in promoting dietary training patterns. It also considers the problem of losing weight by exercise alone.

The term "good health habits" refers to the traditional training rules, which should be explained, not merely enforced. Physiological effects of tobacco and alcohol should be stressed, as well as personal habits such as cleanliness.

Development of the well-conditioned mind must be planned particularly in terms of discipline.

JOSEPH ERRINGTON.

LOFT, BERNARD I., "Accidents Aren't Necessary," *College and University Business,* 9: 41-43, October, 1956.

This article is concerned with a college safety program and outlines some of the successful means of program promotion. Some of these means include such things as the use of posters, safety films as teaching aids, safety committees and suggestions boxes.

The two main classifications of the causes of accidents, physical or supervisory, and human, are also considered. Most of the physical causes of accidents are the result of faulty housekeeping, defective equipment, or improper planning for safety. The human causes of accidents are faulty instruction, lack of ability of the student, poor discipline, faulty attitudes, unsafe practices, emotional and physical unfitness.

The organization of a safety program is then considered, along with the need for a safety director, safety committees, and their organization, and the procedures for the program.

JOSEPH ERRINGTON.

MCCLOY, C. H., "Weight Training," *Saskatchewan Recreation, Fall,* pp. 1-2, 13-16, 1956.

Intelligent weight training can make more efficient and faster athletes. The idea that weight training will slow an athlete's movements is exploded by the application of well-founded logic. Similarly the "muscle-bound" misconception is shown to be falacious, when weight training is properly applied.

However, caution should be exercised in the use of weight training. As muscular strength increases, so does the weight and size of the muscles increase, which in turn might limit the performance of jumpers or distance runners. Likewise, the trainer might be too discriminating in selecting the individual muscles to be developed, rather than the whole group of muscles, and thus interfere with efficient performance.

Patterns for weight training should be carefully selected and should include stretching exercises which parallel the pattern selected.

This article also includes a weight training routine for all-round development of the athlete, with warm-up exercises, specific weight resistance exercises, and suggestions for the use of the routine.

JOSEPH ERRINGTON.

MILLER, NORMAN P., "Education for Leisure," *Journal of Health, Physical Education and Recreation,* 27: 16, 28, November, 1956.

Programs of leisure education have grown rapidly, but to assume that leisure will be used for self-improvement, as has often been done, is a mistake. Our culture has progressed to the point that "people know how to make a living but do not know how to live a life."

There are two schools of thought related to this problem, one leaves education for leisure up to chance, the other feels that education must plan this phase for best results. Thus it is necessary that the skills and attitudes required for best use of leisure time, be learned. The responsibility for the teaching of these skills falls upon the schools. The whole curriculum should be considered the laboratory for developing the attitudes, understandings, knowledges and skills required for recreation literacy.

Public recreation, and all interested agencies, should be setting the patterns for leisure time opportunities with foresight and ingenuity.

JOSEPH ERRINGTON.

MORRIS VAN CLEVE, "Grades for Teachers," *The Journal of Teacher Education,* 7: 3, pp. 244-249, September, 1956.

A concise article, expressing an opinion on causes and remedies for criticisms aimed at instructors and institutions who maintain law intellectual standards in teacher preparation. The following are listed as causes for the dilemma: the pressure of the teacher shortage, the lack of administrative screening and weeding devices, the antagonism toward grading, the situation of instructors becoming emotionally involved with students, the lack of determining specific competences associated with good teaching, and consequently, the absence of rigorous criteria on which objective evaluations can be based.

HOWARD NIXON.

Outstanding People in the Profession

Edited by K. W. Bookwalter

H. FREDERICK KILANDER was born in St. Peter, Minnesota, November 24th, 1900, and received his A.B. degree from Gustavus Adolphus in 1922, an A.M. from Columbia in 1925, and a Ph.D. in 1931. After serving as a science teacher in Montevideo, Minnesota, for one year, he became Professor of Biology and Hygiene at Upsala College, East Orange, New Jersey, a position he held for 10 years. From 1933 he was Dean of Panzer College of Physical Education and Hygiene until he became consultant with the Community War Service Program in 1942.

He served with the War Food Administration from 1943-45 and was Associate in Health Education in charge of adult education, National Tuberculosis Association 1945-47. He became a specialist for health education with the U. S. Education Office in 1947 and joined the faculty of New York University in 1953 as professor of education and coordinator of health education.

Dr. Kilander has been Co-Director, Shawnee Lake Institute on International Relations, 1935-38; Director of Camping, New York Protestant Episcopal City Mission Society, 1939-42; member of several university summer school staffs; member of the executive committee, National Conference on Health in Colleges, 1947 and 1954; and is past President (1953-55) of the American School Health Association. He has been awarded the Silver Beaver BSA award.

He is a fellow of the American Academy of Physical Education, a member of the New Jersey Health Sanitary Association (President in 1942), and Alpha Phi Omega. He is a fellow of the American Scandinavian Foundation for Research in Europe, and is listed in *Who's Who in American Education*, and *Leaders in Education*. He is the author of many books, tests, and articles.

H. FREDERICK KILANDER

M. GLADYS SCOTT

M. GLADYS SCOTT was born in Buckley, Illinois, October 26, 1905, received an A.B. degree from DePauw in 1927, an M.A. from Iowa in 1931, and a Ph.D. in 1937. After serving as professor of physical education, Northern State Teachers College, Aberdeen, South Dakota, from 1928 to 1933, she became director of physical education for women at North Dakota State Teachers College, Dickinson. She left for the State University of Iowa in 1934 where she is currently professor, and chairman of the Department of Physical Education for Women.

She has been active in various organizations and was chairman of the Research Section of the AAHPER in 1946 member of the Board, 1953-56; treasurer of the Association of Physical Education for College Women, 1954-56; chairman of the Competition Committee in 1944; secretary-treasurer for the Central Association, 1940-44, and secretary-treasurer of the Central Association of Physical Education for College Women, 1942-46.

Dr. Scott is a fellow of the American Academy of Physical Education; Phi Beta Kappa; Sigma Xi; Pi Lambda Theta; and the Federated Business and Professional Women's Club. She is listed in Leaders in Education, *Who's Who in American Education*, and *American Men of Science*.

She is author or co-author of such books as: Analysis of Human Motion, Better Teaching Through Testing, Kinesiology Handbook, and Evaluation in Physical Education. Dr. Scott has also made numerous contributions to the Research Quarterly, and the Journal of Health, Physical Education, and Recreation.

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